

MASS MEDIA IN THE WRITING PROCESS OF ENGLISH AS A SECOND  
LANGUAGE KINDERGARTENERS: A CASE STUDY EXAMINATION

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Mass media such as television, video players, video games, compact disks, and the computers are commonplace in current American culture. For English as a Second Language children, television may be the only source of English in the home serving as models of grammar, syntax, story structure. An investigation was made using English as a Second Language (ESL) kindergarteners, the classroom writing center, participant-observation, teacher as researcher, and case study methodology to investigate the following questions: Do ESL kindergarten children use media in their writing? If so, how do they use media in their writing?

Upon examination of the data, it was found that all these ESL children did use media in the writing process. The function and form of the media references varied from child to child. Media was a cultural context for the children's social interactions. Oral language (with and without media references) not only informed the writing for some, but also served: to initiate, participate in, and sustain social relationships with peers. Findings indicated that two case study subjects used social dialogue as a separate operation from the production of a written story. Language informed the writing but it also had a socialization function in addition to what the writing needs were. The social aspects of literacy beyond language used to inform the writing is a topic suggested for further research.

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## CHAPTER I

Four major background factors contribute to the problem under investigation in this study. Media (referring to sight and sound media such as television, movies, computers, and videos) is the first of four factors guiding this inquiry. Currently, children in America spend more time with media than in any other time in history. Roberts, Foehr, Rideout, and Brodie (1999) have deemed this the “Media Generation” (p. 78) due to the availability and various types of media present in most (if not all) households in America. Mass communication experts would be remiss not to include media as a major socializing agent in contemporary society. Parents could assert some control over children’s media exposure prior to the invention of television. Since the mid-1950’s; however, television, computers, video, radio, and other media have mushroomed. Children receive media input daily and often by the hour. Levin (1998) asserts that the current media culture is hazardous to children, particularly the violence contained in the media. “Literally hundreds of empirical studies conducted over the past half century leave little doubt that given exposure, media content can and does influence youngster’s beliefs, attitudes, and behaviors” (Roberts, et al., 1999, p. 2-3). With media holding such a significant part in American life, schools have had to accommodate new technology and media into the curriculum.

The definition of literacy too is changing. According to Lundsteen (1989), the expansive dimensions of mass communication must be considered in the definition of literacy. Thus, the earlier definition of literacy as being able to read and write has proved insufficient. Technology has necessitated an expanded definition of what it means to be “literate”. There are new implications for early childhood educators and students.

Language experience does not start with formal schooling. Kindergarteners come to school with varying levels of language proficiency. For many years, they have used oral language to communicate within and outside their family circles. Children of this age are beginning to experiment with and communicate using written formats. English as a Second Language (ESL) children; however, face an additional complication in the ongoing process of learning written forms of communication. Before they perform the task of placing the idea on paper, they have to translate their ideas into English,.

When asked to write or tell a story, young children rely on the story models they have seen or heard. Television and major motion pictures serve frequently as models. Often children will retell a fairy tale or other story they know and have heard previously. Many ESL children have family members that neither speak or read English. The models (in English) for these children come from the media. Parents who speak only Spanish have commented that their children learned to speak English by watching television ( J. Camargo , personal communication, August, 1998). One thing that children in the United States share is experience with television, and other media such as major motion pictures. Depending on what the current trend is, children wear apparel and use toys with characters or logos from popular shows. One way children engage each other in play and conversation center around these characters and stories. Therefore, in order to become more skilled at speaking in a language, one must engage in meaningful dialogue with others using that language. These common frames of reference are derived from mutual experience and serve as springboards into interaction.

#### Statement of the Problem

Many areas of current inquiry such as writing, ESL learners, and mass media's effects on children have been researched before. The developmental stages of writing and

language acquisition have been studied for many years by many scholars. Theories and research on the optimal methodology for second language and bilingual learners provides information for educators. The effect of mass media on children has also been well documented. The topic of social relationships among school children is the focus of a multitude of research studies which offer theories on this aspect of development as well. However, upon review of available literature, this researcher found no research which addresses the use of mass media by ESL kindergarten children in learning to write.

#### Purpose

The purpose of this study was to explore the use of media in the writing process by kindergarteners using an examination of selected case studies of ESL students.

#### Research Question

Do ESL kindergarten children use media in their writing? If so, how do they use media in their writing? What types of media do they use in their writing? Do they make references to media in their writing?

#### Definition of Terms

For the purpose of this study, the following terms were used:

Bilingual - classes where students scored dominant in Spanish on the Oral Language Proficiency Test.

CAP - Concepts About Print, a sub-section of Marie Clay's An Observation Survey Of Early Literacy Achievement.

ESL - English as a Second Language - children for whom a language other than English is the primary language used in their

home. In the present study, languages included the following:

Spanish, Vietnamese, and Portuguese.

ESL classroom - some students may or may not have a second language spoken at home. Some students qualify for ESL services (those who receive a score on the OLPT which labeled them as limited English proficient and subsequently placed in an “ESL classroom” where the teacher holds an ESL endorsement to teach this population. At the present research site, ESL kindergarten students were grouped in one kindergarten class so they would not be removed from the classroom to receive ESL services.

Integrated language arts approach - methodology which emphasizes the integration of literature, language, reading , writing, and speaking throughout the curriculum.

LIT - Letter Identification Test from An Observation Survey Of Early Literacy Achievement. This portion indicates which upper- and lower-case letters (plus non-block printed “a” and “g” for a total of 54) the student can identify.

LEP - limited English proficient. Students who score as LEP on the OLPT.

Literacy - language experience prior to entering school.

Major suburban school district - a district that shares a boundary with a large urban school district.

Mass media - any form of communication which reaches numerous people; television, film, songs, video, video games, radio, computer, and CD-ROM.

OLPT - Oral Language Proficiency Test. An examination which attempts to ascertain what level of language proficiency a child possesses:

non-English, limited, or fluent speaker of English or the Spanish level for Spanish speakers: non-Spanish, limited, or fluent.

Writing - original compositions produced by the child.

#### Limitations

As with many qualitative studies, this study focuses on certain individuals in their writing and language use. One limitation of case study methodology involves the researcher's veracity. Some may suggest that the investigator's "biases effect the final product" (Merriam, 1998, p. 42). It is not the intention of this study to generalize to all ESL kindergarten learners. Additionally, the observations occurred in the first half of the last semester of the school year and not the entire kindergarten year. Also, since parents filled out questionnaires prior to observation, they could have made comments to the student about what to include in her stories, thus, effecting the written products made by the student. Some assumptions were present in this investigation. One assumption was that students will use media and make references while they write as well as when they verbalize and discuss their stories with their peers.

## CHAPTER II

### REVIEW OF LITERATURE

Pertinent to the present study, this review covers the influence of mass media on young children's writing process, developmental literacy, culture and its role in literacy, sociocultural implications of learning to write, and how these influences impact the young child who has English as a Second Language. Children come to school with many varied experiences. A student must learn to function in his home, neighborhood, and school cultures with each being a smaller part of the larger American popular culture. Some experiences children retain include exposure to various media, language, emergent literacy concepts, and social skills. With so many environmental and cultural forces affecting a child, how does one use this knowledge as something useful in the place called school?

#### Media

Many empirical studies have been conducted on the influence of television or video on children and adolescents. In 1999, Roberts, Foehr, Rideout, and Brodie report that they have conducted "the first study that enables us to sketch a complete picture of U. S. children's overall media behavior at the beginning of the 21<sup>st</sup> century" (p. 78). The goal of the survey portion of this study was to give an adequate, overall account of how often and which types of media American youth use and to develop strategies for the use of media. Samples included children 3 to 18 years of age. Questions included: How much time do American children use various media? In what contexts do they use them? Do different groups prefer different media? Among children two to seven years of age, television was preferred most often with computer and videos ranked second. The researchers report that the lower the socioeconomic status (SES) of the family and the

lower the education level of the parent(s), the higher the number of minutes per day children use media. Low SES children tended to not have computers in the home as often as the higher SES children did; thus, television was the media used most often. African-American children tended to be the largest consumers of television over any other subgroup. Healy (1990) suggests the use of television and other media has caused a steady decrease in student's attention span, ability to use logical thinking, and had a negative impact on standardized verbal scores.

#### Television and Academic Achievement

Television has long been touted as a bad influence on children. The violence present in many television (and movies) has caused many educators and parents concern. Levin (1998) has classified media culture as "a hazard". In 1982, Williams, Haertel, Haertel, & Walberg performed a meta-analysis of studies on television and academic achievement. They found only a slight negative correlation between the two. It was not that television viewing was inherently bad, but it was correlated to the amount of television viewed in a week. If children watched more than ten hours per week, their achievement started to go down. However, in this computer age, some proponents of using television to enhance critical thinking and multi-modal approaches to learning have stated that media literacy is as important a skill as reading and writing (Gallego, M. A. & Hollingsworth, S., 2000).

Visual media can be defined as film, commercials, video, illustrations in magazines and books, photographs, and CD-ROM (or children's literature that appears on CD-ROM) and they require the integration of visual knowledge with other knowledge. "Viewing is an important component of literacy... Viewing is much like reading, and students use comprehension strategies in both reading and writing" (Tompkins, 1998, p.

25). Students use visual media for multiple purposes. The Ministry of Education (1996) suggests that a child can view a television program and review it or even reflect upon it in writing. For visual learners, this could be important in learning to communicate in written form.

Nonprint media is a different presentation of information. Educators must recognize the importance of technology in the process of developing skills. Lundsteen (1989, p. 474 - 475) states that “television in the context of the language arts means another new kind of literacy... TV, (film and related media) ... differs from media in the way it communicates messages and tells stories.” Children use the characters or themes presented on TV as a springboard to reading. Television’s structural relationships provide a type of grammar and syntax for the “TV literate child” ( p. 469). As students have grown up in homes and society with the multitude of media, language arts teachers will need to view nonprint media not as secondary but of primary importance. Computers as tools for developing language competence must also be considered. Certain computer software is both nonprint and print media. For example, popular children’s literature stories are available on CD-ROM which will either read the story (while highlighting the text) or play games with the characters. For example, the Dr. Suess classic Green Eggs and Ham appears in the Living Books family of CD-ROM software for children and follows this read or play format.

### Literacy

Written language used to be taught in an artificial methodology (Rieber, 1987). Currently, encouraging children to experiment with print in a supportive environment typifies educators who subscribe to an emergent literacy perspective. On the road to becoming literate, children experiment with various concepts and language. In using



language, children learn about language (Williams & Fromberg, 1992). So, by experimenting with written language, children learn about written language.

### Writing as a Developmental Process

The earliest inquiries into writing were the psychological and physical aspects. American psychologists were studying the process of how a child develops while psychologists in the Soviet Union were studying how to enable a child to grow to her full potential. “One of the most fundamental assumptions that guided Vygotsky’s attempt to reformulate psychology on Marxist foundations was that in order to understand the individual, one must first understand the social relations in which the individual exists” (Wertsch, 1985, p. 58). A child does not learn to write in isolation but in a social context of peers and teachers. Writing is not from outside the child but emerges out of necessity and is based on previous learning (Rieber, 1987).

According to Rieber (1987) , based on the writings of Lev Vygotsky, writing development has its origins in the first visual signs a child makes such as gestures. “The gesture is a writing in the air.” (p. 133) Communicating what one wants or thinks is the motivation for the gesture. Using pencils and crayons is a dramatization of the gesture. As children draw, they first draw what they see and later move to drawing what they remember. Holding these writing implements is the precursor to written signs and symbols such as letters and words. Van der Veer and Valsiner (1991) caution not to oversimplify writing as a translation of oral language into signs.

Writing as a process was examined in only a few studies before Emig (1971) explored the process twelfth-grade students used in their compositions. This study suggested that students who wrote on self-selected topics generally were able to write more and with more detail than on assignments chosen by the teacher. The audience for

the piece also played a role into the composition of a piece. Donald Graves (1973) studied writing through naturalistic observation and analysis of writing samples. Graves' research was regarded as an "... exploratory study to determine the process of writing through the observation of a small number of seven year old children" (p. 208). Further inquiry was made regarding various assignments written by the children, whether assigned or unassigned and the impact of self-selection of topic. In 1983, Graves asserted the notion that working with peers and teachers is important in the development of writing. "Writing (as a focus for study) still holds a somewhat limited place in comparison with the enormous role it plays in the process of the cultural development of the child (Rieber, 1987. p. 131)."

Based on her work performed in the 1960's, Clay (1993) wrote and subsequently revised An Observation Survey of Early Literacy Achievement which contains several areas for informal observation of literacy behaviors. Of these subsections, the Concepts About Print (CAP) was found by Day and Day (1978) to be helpful in the diagnosis and screening for possible reading difficulties. In working with normal and language-delayed students, Harlin and Lipa (1988) found the informal measures such as Clay's CAP and "Letter Identification Test" were excellent predictors of reading achievement. Clay (1975) proposed that if teachers are to help children acquire an awareness of print there are several concepts that children of all ages must learn. A child must learn the following: words are constructed from letters; words can be arranged in many ways to create different meanings; print is talk written down, and the tenacity to express thoughts with spelling and punctuation.

Clay (1975) proposed the "flexibility principle" for writing which suggests new learning may cause old abilities to seem to regress before being absorbed and becoming

habitual. The “recurring principle” occurs when we repeat actions in order to make other activities easier and quicker to perform, which promotes a sense of competence. Writing is an activity that uses both the “flexibility” and the “recurring” principles.

### Cultural Aspects of Literacy

Hirsch (1988) suggested Americans must become literate in cultural matters. Of the aspects deemed important to being a “culturally literate” person, Hirsch asserts that television is the most acculturative. In the appendices, there are 93 literary, 47 musical, 44 films, and 8 television items with which Hirsch believes Americans should be immediately familiar. Examples follow: a literary item - - Alice in Wonderland, a musical reference - - “The Star Spangled Banner”, a film - - “The Wizard of Oz.” Hirsch (1988) asserted that competent readers must possess “cultural literacy” which is the ability to read a newspaper and comprehend its implications. Mass, national media is dependent on a literate populous “...for the essence of literacy is not simply reading and writing but also effective use of standard written language. In our country it is standard written English”(p. 2-3). Literacy’s main purpose is to allow us to communicate and comprehend complex information. Background knowledge offers a foundation within which we grasp phrases and words because “... we cannot treat reading and writing as empty skills independent of specific knowledge” (p. 3, 8). In a democracy, one must be versed in literate culture to participate on a social and economic level.

In the many articles and books by Anne Haas Dyson, she maintains that media can be a cultural link between the writer and reader. “Indeed, cartoons, pop songs, raps, horror stories, even baseball and basketball cards figure into the social lives and text worlds of ...children” (Dyson, 1993, p. 14). In her 1997 book, Writing Superheroes: Contemporary Childhood, Popular Culture, and Classroom Literacy, Dyson writes about

third-grade students whose “media-based stories (were) linked (not only) to their identities ... but also (to their function) as members of different sociocultural referent groups” (p. 114). Media-based stories varied with the age and gender of the writer. Using elements of various media material, children gained social affiliation and social play. “Young children seem especially drawn to media stories that tap into themes already deeply embedded (p.14).” Dyson surmises that the imagination of both children and adults are fueled by the media stories and images they view.

When children grow up in a literate environment, Goodman (1986, p. 12) insists they will discover and invent literacy. “Literacy is a cultural phenomenon. It develops as society has a need for language communication across time and space (p. 1).” With a similar stance, Dyson (1997) initiates a sociolinguistic emphasis in literacy. Literacy is a social event with a range of social goals. Children interact with each other and gain the necessary symbolic forms to interact in society. Cooperating with peers in problem-solving situations encourages cognitive development (Berk & Winsler, 1995).

#### Sociocultural

Learning is not an isolated event. Parents and siblings serve as effective teachers (Berk & Winsler, 1995). In The Great Didactic written in 1628, Comenius expressed the concept that learning was the result of language. Both boys and girls of all social classes, according to Comenius, should be taught first as in the case of the “Mother’s Knee” (p. 28) from birth to 6 years of age and later schooling to the age ten. (Williams & Fromberg, 1992). Writing books designed especially for children’s literacy development was an additional focus for Comenius.

In 1998, Tompkins asserted that the Vygotskian theory of the social nature of cognitive development was correct. That is, language is learned through social interactions.

Reading and writing are learned through interactions with more learned peers and adults. Vygotsky (1978, p. 85) states “. . . learning awakens a variety of internal developmental processes that are able to operate only when the child is interacting with people in his environment and in cooperation with his peers.” Ferreiro (1986) suggests that children are not passive in the social exchange of information. Children transform knowledge and information about a writing system into an object of social construction. Three themes saturate Vygotsky’s theory: 1) use of developmental methodology, 2) commencement of higher mental functions in social processes, and, 3) keys to understanding and mediating mental processes as signs and tools (Wertsch, 1985). Van der Veer and Valsiner (1991) report that the term “zone of proximal development” is not original to Vygotsky. Afterwards, it was associated with Vygotsky’s work but was based on the works of several American authors, notably Bruner.

Finally, in regard to sociocultural aspects relevant to the present study, Dyson (1981) has researched social worlds and connections in writing for the past 19 years. Her doctoral dissertation, concentrated on the role of oral language in the writing of kindergarteners, found that oral language is developed via social interactions. It is “. . . the notion that children’s language learning is both social and developmental”. (Dyson, 1989, p. 3) When the environment demonstrates the value of writing, writing becomes an important means to participation in the setting. Children’s writing was a source for social connection. A child’s intellectual, social, and emotional development impacts how he or she will develop as a writer, particularly of imaginary texts.

In 1993, Dyson discussed in The Social Worlds of Children Learning to Write in an Urban Primary School, the concept that children come to school with a wealth of experience using words. The focus was to demonstrate how children use popular and folk

traditions to build their repertoire of literacy tools. “Their growing ability to take social action through narratives and other genres helps children develop a sense of control and agency, and in addition, a sense of connection with others” (p. 18). There is a link between composing words on a page and composing a social standing.

After conducting research with elementary school children in 1997, Dyson maintained that children’s stories, when acted out, form an identity for being included or not for those involved. The sociocultural perspective has emphasized the unbreakable link that exists between literacy learning and the level of participation in environmental endeavors. “The composing of written texts, . . . is a distinctly sociocultural process that involves making decisions, conscious or otherwise, about how one figures into the social world at any one time” (Dyson, 1993). Children write to reach out to others as well as bring order to their inner thoughts. Subjects used writing to enter into the social strata of the classroom. When the stories the subjects wrote were media inspired, the student’s gained social standing and were allowed to become full participants in the activities of peers.

#### English as a Second Language

English as a Second Language (ESL) students are a diverse group. According to Tompkins (1998), learning a second language occurs in a predictable way as in primary language acquisition but it requires interaction with children and adults in the new language. ESL students not only have to learn a new grammar but also new vocabulary. The Ministry of Education (1996) has made the statement that teachers will need to be sensitive to the learner in the process of acquiring a new language. “Writing in another cultural pattern also represents a significant challenge” (p. 53). Clay (1975) reports that these learners will only use the flexibility and generating principles in limited ways.

Progress is dependent upon interactions with others and using the language.

Browne (1996) found that monolingual and bilingual writers follow the same development pattern. Bilingual children hear English spoken in shops, on television, in songs and on the radio. They see it written on shops and signs. “Like all beginning writers, (second language learners) need opportunities to write independently for a real purpose and for a real audience. These learners should participate fully in all aspects (of the) writing class” (p. 164). Children come to school with experience as language users and teachers need to create an environment with opportunities to participate in the English curriculum. Educators need to provide a wide variety of material for the student such as media, reference books, and one another’s own compositions. As the bilingual and monolingual students interact with each other, they share a common language and develop their abilities in English which in turn let them gain full participation in the group.

#### Implications of the Review of Literature

The review of literature motivated the conceptualization of the questions of the current study. Kindergarten level inquiry has been neglected and study of ESL populations at this level even more so. Although a strong survey study exists, observational studies of ESL learners are few. Young ESL kindergarten students are learning to communicate and write as are all kindergarteners. Writing is a social event with its own effect on the socialization of the writers. Children write about what they know and what they have heard. Mass media is prevalent in their lives. Media can even have a stronger influence over children than their parents. Thus, the current study examined the role of mass media in the writing of ESL kindergarteners by intentionally observing media references in the writing behaviors and products of case study subjects.

## CHAPTER III

### METHODOLOGY

In this study, the role of mass media in the writing process of kindergarteners classified as English as a Second Language (ESL) was investigated through determined examination of selected case studies. Dyson's (1981) observational research at the third-grade level was based on Graves (1973) and served as a model for this inquiry. The primary focus was to obtain case study data. Clay's (1993) Concepts About Print (CAP) and Letter Identification Test (LIT) were used to assess student's literacy development at the beginning of the school year to serve as descriptive information regarding what literacy concepts these students had in place. A final assessment was taken at the end of the observation period to note any additional concepts the students possessed.

#### Research Design

Upon enrollment in the class, all students enrolled in kindergarten at this school site are given portions of An Observation Survey of Early Literacy Achievement, the LIT and the CAP test. These instruments are used to gain information about student's initial letter-recognition and literacy concepts. Parent permission forms (See Appendix B), written in either English, Spanish, or Vietnamese, were distributed to the parents of students chosen to be subjects. (Translation of forms and questionnaires was performed by a parent liaison fluent in English as well as the language required for the form.) If permission was granted, parents were given a questionnaire in their native language: English, Spanish, or Vietnamese (See Appendix C) .

Participant observation methodology was used to obtain data. The investigator was the classroom teacher using a "systematic and intentional inquiry" (Cochran-Smith &



Lytle, 1993, p. 7).

Qualitative data such as authentic writing samples and observations of the case study subjects in the writing center were collected over a period of six weeks for at least three days per week. Videotaped or audio-tape recorded sessions at the writing center were used to gather data on the interactions of all the students in that location and supplement field notes. Students were exposed to the recording devices prior to observation so they would be accustomed to their presence. The researcher sat in the writing center for three weeks prior to the observation period taking notes for the same purpose. On-going analysis of artifacts and tapes were kept to monitor student's samples. Analysis of samples showed what elements students were using in their new compositions. Video tapes and field notes marked when and how certain elements within the writing materialized. Parents were given a general summary of the findings regarding how students use media in the process of their writing.

#### Site

The school site for the study was in a major suburban school district in Texas. District student population was approximately 54,600 students with five high schools. As a district, the ethnic composition was 56 % Anglo, 18 % African- American, 18 % Hispanic and 7 % other. The elementary school that served as the site for this study received Title I funds due to the high number of low-socioeconomic students. Students lived in working-class residential homes, apartments, with extended family, or welfare motels (a motel which rents rooms weekly or monthly at low rates to low income people for extended stay). One class out of the six kindergartens at the school was the ESL kindergarten class.

Parent permission was received from five student's parents, all of whom were

Hispanic. All were labeled as limited English proficient as per Language Proficient Assessment Committee decisions and placed in an ESL kindergarten classroom.

Demographic information of the subjects can be found in Table 1. The teacher used an integrated language arts approach which emphasizes the integration of literature, language, reading , writing, and speaking throughout the curriculum. Parent permission to participate was obtained for case study subjects (See Appendix B).

Table 1

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Participant Demographic Information

---

| <u>Student</u> | <u>Age (in mos.)</u> | <u>Ethnicity</u> | <u>Gender*</u> |
|----------------|----------------------|------------------|----------------|
| Juana          | 61                   | Hispanic         | Female         |
| Ignacio        | 69                   | Hispanic         | Male           |
| Jose           | 68                   | Hispanic         | Male           |
| Carmen         | 66                   | Hispanic         | Female         |
| Hector         | 70                   | Hispanic         | Male           |

---

Note. Males outnumbered females in the entire class 2 to 1, and is thus indicative of this population.

#### Instruments

Instruments include the Letter Identification Test (LIT) and Concepts about Print (CAP) subtests from Clay's (1993) An Observation Survey of Early Literacy Achievement. These subtests are used as pre- and posttest assessments of learner knowledge of letters and how print works for all kindergarten students enrolled at this site.

“The teacher needs assessments that tell her about the child’s existing repertoire and how he is getting to those responses, and whether he is relating information from one area of competency to another (Clay, 1993. p. 83).” Reliability with 40 urban children aged 5:0 to 7:0 in 1968 was 0.95 KR (Clay 1993, 1970) and .56 with kindergarten children in Texas 1978. Test-retest reliability coefficients were 0.73 - 0.89 and corrected split-half coefficients of 0.84 -0.88 (Clay, 1993; Day and Day, 1980). The LIT reliability with 100 urban children aged 6:0 was 0.97 with split-half groupings (Clay, 1993, 1966).

Parental survey responses were examined using qualitative methods on open-ended response items and quantitative methods for frequency of particular items on programmed response items. Student interviews were analyzed using qualitative methods due to the open-ended response format of the questionnaire.

#### Data Collection Procedure

The researcher gathered data on the CAP and LIT for this study from the first week of enrollment in the class (See Appendix A). Reevaluation of these assessments occurred at the end of the study. Parents answered questions on the media questionnaire (See Appendix C) prior to observations. Observations and transcriptions of tapes in Interval 2 were collected and recorded in field notes (See Appendix D ). Students were interviewed at the end of the observations (See Appendix E).

Given the time of the year, the first semester of school was not chosen for observation due to the need for the students to become accustomed to the routine of the classroom and with the expectation for members of the class. Permission from the school district and an approval from the Institutional Review Board (IRB) of the sponsoring university was not received in time to observe in the first semester. Only six weeks of observation was chosen because it was believed that growth can be identified in such a

short amount of time with this age learner. Data collection proceeded in several intervals (See Table 2).

Table 2

Intervals and Activities Over the Course of the Observations

| Interval | When           | Who               | What   |
|----------|----------------|-------------------|--|
| 1        | Beg. of School | All students      | CAP & LIT (Kindergarten as grade level performs these assessments)                 |
|          | 6th - 12th     | School District   | Permission to conduct research in the school                                       |
|          |                | IRB               | Grant permission to conduct this study   |
|          | 19th -21 st wk | Participants only | Obtain Parent Permission   |
|          |                | Part.'s Parents   | Parent Questionnaire   |
| 2        | 23rd - 28th wk | Participants      | Observations   |
| 3        | 29th - 32nd wk | Participants      | Assessment of data, Student Interview  |
|          |                | All students      | Reassessment of CAP & LIT (Kindergarten as grade level performs these assessments) |
|          |                | Part.'s Parents   | Thanked and received results of assessments and findings of the study              |

Interval one consisted of assessing students on CAP & Letter Identification Test

and obtaining parent permission forms and questionnaires. On the CAP, students are asked 22 various questions regarding aspects of how books and print work. The easiest questions asks the student to identify the print of the book. The more difficult questions require that a student identify which word(s) is misspelled on the page with only two letters reversed. The LIT asks students to identify 54 letters of the alphabet in a mixed up sequence both upper-case and then lower-case letter with the additions of a fancy font lower-case “a” and “q”.

The permission was obtained from the school district and the IRB to conduct the proposed study. Researcher used the tape recorder and video-recorder in the writing center as early as possible so the children would become accustomed to them. The expectation was that the students would begin to ignore these devices and be more natural in the course of their time at the center.

#### Assessment Data

The participants entered kindergarten with various language abilities and concepts. (see Table 2) At the beginning of the school year, students ranged in age from 5 years and 1 month old to 5 years and 10 months old. Students are ranked in Table 3 by the number of letters she or he could identify at the beginning of the year and by the Concepts About Print second. This is to serve as descriptive of the child’s literacy concepts and exposure to letters and prints upon entry into this classroom. These figures indicate that Juana was the youngest of all the participants but could identify more letters of the alphabet and understood more concepts about print than the others. Hector was the oldest but had the least developed concepts of letters and print.

The second interval consisted of making recordings and observational field notes of case subjects in the center on a daily basis. Video and audio recordings were used to

supplement the observer's filed notes. Student's written products were either collected or photocopied by the observer in order to have a hard-copy of the work. The observer

Table 3

Initial Participant Assessment Data

|                |   |                  |                 |             | LIT        | CAP        |
|----------------|---|------------------|-----------------|-------------|------------|------------|
|                |   |                  |                 |             | <u>1st</u> | <u>1st</u> |
|                |   | <u>Ethnicity</u> | <u>Language</u> | <u>Age</u>  |            |            |
| <b>Juana</b>   | F | Hispanic         | Spanish         | 5 yr 1 mo.  | 40         | 10         |
| <b>Jose</b>    | M | Hispanic         | Spanish         | 5 yr 8 mo.  | 5          | 7          |
| <b>Carmen</b>  | F | Hispanic.        | Spanish         | 5 yr 6 mo.  | 3          | 3          |
| <b>Ignacio</b> | M | Hispanic         | Portuguese      | 5 yr 9 mo.  | 0          | 6*         |
| <b>Hector</b>  | M | Hispanic         | Spanish         | 5 yr 10 mo. | 0          | 3          |

(Note. Ignacio was asked his concepts about print in his native language of Portuguese via interpreter because the observer wanted an accurate picture of his conceptual development without the issue a language barrier. Ignacio was the only student identified as a non-English speaker. All other students were LEP.)

kept a daily log for field notes. As participant observer, it was necessary to interact with the subjects. However, interventions were kept to a minimum. Analysis of the data was ongoing. Review of notes was performed to identify media usage and possible patterns in such usage.

Data Analysis

The first step in the analysis of the data was to transcribe audio and video tapes

and coordinate these with the field notes. This study focused on the use of mass media in the writing process of ESL kindergarteners, the next step of analysis identified and extracted only the references to media. Whether oral, written, or both, these were included in the list of media references. A chart listing the types of media references and the observations in which they occurred was created to determine any patterns and how often a reference to a particular media was referenced and by whom. (See Appendix J.)

Upon review of field notes and transcriptions, the need to sort the types of media made by the individual was deemed necessary. Sorting was performed in this manner in hopes of finding a pattern or preference for a particular type of media or any specific reference the student used most or more than others. The field notes and transcriptions were then sorted as to participant and day the references were made.

After all references were individually sorted, the oral references were analyzed for the function of the language and the strategy used in that reference. In 1981, Dyson used the five functions of language and various strategies for implementing these functions based on Tough (1976). Using the same five functions and strategies Dyson used in 1981, the oral references were labeled as to function and strategy. All five language functions were found over the course of the observation period. Of the 22 strategies, 18 were found through the observation period. In an attempt to discern a pattern or a preferred function or strategy. Then, the functions and strategies were counted. This sorting and counting revealed that the subjects used a representational function most often. The strategy of narrating was used most within this function.

The final stage consisted of reassessing the case subjects on CAP and LIT. Subjects were interviewed to discern what they like about stories and what makes certain stories better than others (See Appendix E). Parents received an individualized letter

from the researcher regarding the child's progress on both the CAP and LIT. The researcher thanked parents for their participation in the study. A general statement of the aggregate data regarding how the students used media in the process of writing their own stories and compositions was included in the information sent to all parents of subjects. The general information statement of aggregate data was given to the school principal, the director of research for the school district, the superintendent of the district, as well as the members of the researcher's doctoral committee. The researcher has submitted this information in article for publication.



## CHAPTER IV

### RESULTS

The focus of this study was the role of mass media in the writing process of English as a Second Language (ESL) kindergarteners through determined examination of selected case studies. This section will describe the environment in which these observations occurred. Among the descriptions presented are the following:

1. the physical setting, which conveys the resources available to the students;
2. the philosophical approach; the approach(s) taken by the classroom teacher and the school district which impacts the activities and expectations for students;
3. the group demographics, the membership of the entire class from which the case study participants were drawn.

In an effort to present a picture of the types of literacy concepts held by participants, the initial Letter Identification Test (LIT), the initial Concepts About Print (CAP), which was presented previously, the ending LIT and the ending CAP are reported below. The topics of references to media made by participants, as shown in Table 3, should provide background information as to the scope of references over the observation period. Visual media such as television and movies or videos were the media most often referenced. Songs were the third most cited type of media.

The room was divided into distinct learning center areas around the room. (see Figure 1) In a large section of the room, close to the door, there was a large, open space for whole group lessons or rhythm and movement activities which served as the focus of

the room. At one end of the open area was a big book stand (for display and storage of oversized books), and a chart easel with large pieces of chart paper. At the left edge of

Table 4

---

Media References by Type

---

Television = 8

Power Rangers  
 Thomas the Tank Engine  
 Spanish Television soap opera (2)  
 “T.V.Show”  
 WWF Smackdown  
 Zaboomafoo (2)

Movies/videos of movies = 8

Airbud (2)  
 Child’s Play -Chuckie (2)  
 Dinosaur (2)  
 Scream  
 Tarzan

Books = 2

Books  
 Pokemon Book

Video Games = 6

Mario  
 Nintendo (3)  
 Racing game  
 Supermario

Computer = 1

Mario

Advertising media = 3

Golden Corral Sign (2)  
 Golden Arches

Songs = 11

The Alphabet Song (8)  
 Happy Birthday  
 Little Monkey

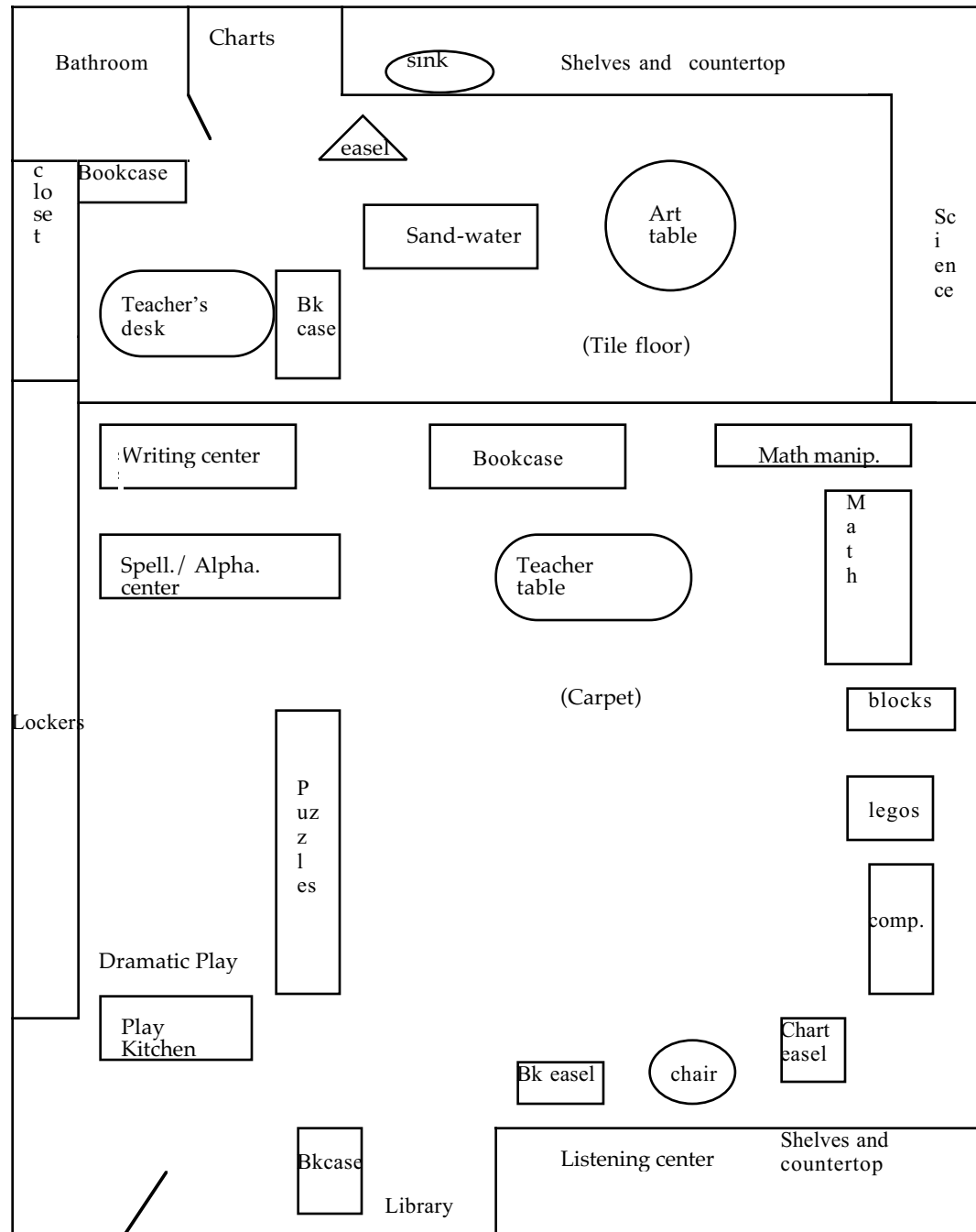
Cards = 1

Pokemon cards

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Note. The number in parenthesis indicates the number of times this was referenced.

Figure 1 Room Layout



the open space were two, new I-Mac computers with a printer. Proceeding around the room counter-clockwise, there was a large class interactive calendar on the bulletin board . A large table with shelves (which stored manipulatives and games) served as the class Mathematics center. Near the Math center, on the edge of the open space, were tubs of blocks and legos for building. Cabinets and counter tops lined the back corner of the room near the Science/Discovery and Art centers. The sink was located on the back wall. Above the sink was a large “Word Wall” (a list of frequently used words for the students to use as reference.) Between the sink and the class bathroom, there was a rolling clothes rack known as the “chart center” which held charts of song lyrics, nursery rhymes, and fingerplays. The art easel and the class “sand-water table” were near the sink, the “chart center”, and the art table. On the other side of the bathroom was the teacher’s desk, bookcase, and the teacher’s I-Mac computer. Student lockers lined most of one wall. Two centers, the “writing center” and the “spelling/alphabet center”, were in front of the lockers. Next, the “dramatic play center” was between the “spelling/alphabet center” and the classroom door. Off one side of the “dramatic play center” was a bookcase which held materials for the “puzzles and games center”. The puppet stage was across from the “puzzles and games” Next to the puppets, the “library” center held books and magazines for the students to look at and read. On the shelf behind the library, students stored their “independent book boxes” (books made from stories the students had composed and other books or booklets the students could read independently.) On the other side of the library was the countertop with the “Listening Center” used to listen to cassettes of stories. In the center of the room, at the back edge of the open area, was a table known as “the teacher table” with a small bookcase behind it. This table served as a spot for individual or small group conferences and lessons.

### The Philosophical Approach

The teacher based the activities and lessons around a central premise: children are users of language, both oral and written; and children must be exposed to print and have it modeled daily. The teacher commented that her philosophy was a “balanced literacy” approach; not solely a whole-language nor a phonics-based orientation but a combination of the two. As part of the morning routine, students gathered in the large, open area of the class to hear a story and observe the teacher writing on the large chart paper on the chart easel. Using her own ideas and discussing out loud her compositions on the chart paper, the teacher modeled writing down thoughts to tell stories, make lists, write initial drafts of letters, and such. Knowledge of a subject is not advanced without attention being paid to it. The class “spelling /alphabet center” served as an area that moved from practicing to write one’s name to naming letters, to working with individual spelling lists and phonics-based folder games and self-check activities. The “writing center” was used to compose original stories, cards, books, etc. Focused, individual lessons were given to each student on an area of need, a next teaching/learning point, based on a conference with that student at the teacher table.

Students experienced writing in some form everyday, sometimes multiple times during the day. Pencil and paper were available in other centers around the room, not just the writing center. For example, the dramatic play and building centers frequently had signs, made by the children, displayed in them. Every child was expected to visit the center at least once during the day. The child could choose the topic or format. As the year progressed, children added to or revised previous compositions. Children worked on illustrating their “published” pieces (compositions that were printed with conventional spelling and grammar either by hand by the teacher or on the computer). These

“published books” went into the student’s individual book boxes to read again and again to oneself or to others.

### School District Philosophy

Focusing on emergent reading and writing was a district wide expectation. This is apparent in the kindergarten report card. (see Figure 2.) The teacher stated that this report card tried to promote emergent literacy as well as developmentally appropriate expectations for children in this age group. The report card was reported to parents three times per year (once every 12 weeks). The scale at the top indicates a continuum of ability levels demonstrated by children. By the end of the year, children were expected to have 15 indicators with a 2, 1, or M (for mastered) to be promoted.

The teacher in this classroom did not follow the state adopted series as it was written. She modified the materials to meet student’s needs. Big books and the smaller versions were placed in the class “Listening Center” with the tapes that accompanied the books.

### Group Demographics

The class dynamics were not typical for most kindergarten classrooms. The teacher at this school was the only educator to hold both an early childhood and an English as a Second Language (ESL) certificate. Therefore, any student in kindergarten who required ESL services was enrolled in this teacher’s class although not all students were in need of ESL services. Class size was kept low to accommodate the extra attention and time needed for second language learners. The class enrollment consisted of fifteen students: ten male and five female. Twelve included Hispanic, two Asian, and one African-American. Languages spoken at home ranged from English, Spanish, Vietnamese, Chinese, Portuguese. All students met the federal requirements to receive free-lunch in the

Figure 2 District Report Card

**MARKING SYSTEM**  
M = Mastered  
1 = Most of the time  
2 = Sometimes  
3 = With teacher's assistance  
4 = Unable to do at this time  
5 = Not assessed at this time

| LANGUAGE ARTS  |  | Grading Period |     |     |
|--|--|----------------|-----|-----|
| I. Reading   |  | 1st            | 2nd | 3rd |
| <i>Emergent Reading</i>                                    |  |                |     |     |
| Sits and listens to stories                                |  |                |     |     |
| Responds to stories by drawing                             |  |                |     |     |
| Participates in retelling a story                          |  |                |     |     |
| Answers simple questions about a story                     |  |                |     |     |
| Recognizes upper case letters                              |  |                |     |     |
| Recognizes lower case letters                              |  |                |     |     |
| Knows the difference between letters and words             |  |                |     |     |
| Follows print from left to right and returns               |  |                |     |     |
| Points to individual words when reading                    |  |                |     |     |
| Recognizes words that rhyme                                |  |                |     |     |
| Recognizes some words occurring frequently in print        |  |                |     |     |
| <i>*Early Reading</i>                                      |  |                |     |     |
| Begins to read   |  |                |     |     |
| Self corrects when something does not make sense           |  |                |     |     |
| Uses a variety of reading strategies                       |  |                |     |     |
| - uses pictures as a clue                                  |  |                |     |     |
| - uses knowledge of phonics as a clue                      |  |                |     |     |
| - uses meaning as a clue                                   |  |                |     |     |
| II. Writing  |  |                |     |     |
| <i>Emergent Writing</i>                                    |  |                |     |     |
| Draws pictures to tell stories                             |  |                |     |     |
| Uses scribbles and/or letter-like forms                    |  |                |     |     |
| Uses random letters in writing                             |  |                |     |     |
| Writes from left to right                                  |  |                |     |     |
| Uses capital and lower case letters                        |  |                |     |     |
| Writes the beginning sound in a word (phonics)             |  |                |     |     |
| Writes the ending sound in a word (phonics)                |  |                |     |     |
| Leaves spaces between words                                |  |                |     |     |
| Reads back own writing with eyes on print                  |  |                |     |     |
| Uses close approximations in writing (sound spelling)      |  |                |     |     |
| Begins to use punctuation                                  |  |                |     |     |
| <i>*Early Writing</i>                                      |  |                |     |     |
| Uses vowels in writing                                     |  |                |     |     |
| Spells correctly some frequently used words                |  |                |     |     |
| Uses word sources to help with spelling                    |  |                |     |     |
| Uses punctuation and capital letters correctly             |  |                |     |     |
| Writes stories that include a beginning, middle and ending |  |                |     |     |

\* Not required for promotion

free-lunch program. The names have been changed to pseudonyms in this document.

### Assessment Data

Letter naming and concepts about print changed from the beginning of the school year to the end of the observation period in March. (see Table 6) Students are arranged in order by the number of letters of the alphabet she or he knew and by CAP second and age third. At this assessment, all students were asked letters and concepts about print in English only.

Although Hector was the oldest, he remained the student with the fewest letter naming knowledge and concepts about print. Ignacio's CAP approaches Juana's and for a non-English speaker to gain this many skills in the time given is not typical. His spoken and conceptual skills in English advanced and he completed this assessment in English. Ignacio learned to identify all 54 of the letters on the LIT in English. Hector made the least advancement in his LIT and CAP. Jose and Carmen ended the observation period at the same levels of understanding. All students progressed with some making greater gains than others. Age did not determine beginning or ending ability on literacy concepts. The youngest student held the most concepts and the oldest possessed the least.

### CASE STUDY ANALYSES

Data from five case study subjects will be presented in this section. The focus of each analysis will be directed by the general question: Do ESL kindergarten children use media in their writing? This study also investigated the following questions: if these children used media, how did the children use media? What was the purpose?

Additional questions surfaced during data collection. As field notes were taken, I noticed that certain children were more verbal and talkative during writing than others. Britton's (1970) concept of "floating on a sea of talk" was manifesting in my writing



Table 5

---

Language Functions and Strategies

---

1. Representational Language: giving information about situations
    - narrating: stating the sequence of actions or events
    - reporting: stating an event or action
    - dramatizing: acting out or vocalizing with characterization
    - reasoning: giving reasons for decisions or actions
    - labeling:
  2. Directive: directs self or others
    - accessing: searching memory for letters or words.
    - requesting: making a request of someone
    - instructing: attempting to teach or instruct
    - monitoring: language to keep one on task, controlled or directed
    - encoding: making written information from oral
    - planning: future actions are directed or controlled
  3. Interactional Language: social comments that are used to engage, continue to engage, or cease a language exchange
  4. Heuristic: the search for information and to explore
    - seeking fact: often asked the spelling of words
    - seeking demonstration: wishing to have something shown
    - seeking to test
    - seeking confirmation: (What's that? Chuckie?)
  5. Personal Language: ones feelings and attitudes
    - evaluating self: (I can write a good story. I spell it right.)
    - evaluating others: (That's not how you draw Chuckie.)
-

Table 6

Total Language Functions and Strategies Used by All Subjects

| <u>Representational:</u>       |    | <u>Directive:</u>         |    |
|--------------------------------|----|---------------------------|----|
| Narrating                      | 14 | Accessing                 | 11 |
| Reporting                      | 8  | Requesting                | 4  |
| Dramatizing                    | 5  | Instructing               | 2  |
| Reasoning                      | 2  | Monitoring                | 1  |
| Labeling                       | 1  | Encoding                  | 1  |
| Total                          | 30 | Planning                  | 1  |
|                                |    | Total                     | 20 |
| <u>Heuristic:</u>              |    | <u>Personal Language:</u> |    |
| Seeking Fact                   | 3  | Evaluating Self           | 3  |
| Seeking Demo.                  | 2  | Evaluating Others         | 1  |
| Seeking to Test                | 1  | Total                     | 4  |
| Seeking Confirmation           | 1  |                           |    |
| Total                          | 7  |                           |    |
| <u>Interactional language:</u> |    |                           |    |
| Total                          | 15 |                           |    |

center. During this talk, media was referred to at times, and certain students did so more often. How did oral language and oral references to media contribute to the process? Did such language phenomena contribute to the written product? Also, did the individual have a preference for a type of media? If so, what was the preference?

Table 7

Ending Participant Assessment Data

|                |   |                  |                 |             | LIT        | CAP        |
|----------------|---|------------------|-----------------|-------------|------------|------------|
|                |   |                  |                 |             | <u>End</u> | <u>End</u> |
|                |   | <u>Ethnicity</u> | <u>Language</u> | <u>Age</u>  |            |            |
| <b>Juana</b>   | F | Hispanic         | Spanish         | 5 yr 1 mo.  | 54         | 19         |
| <b>Ignacio</b> | M | Hispanic         | Portuguese      | 5 yr 9 mo.  | 54         | 15         |
| <b>Jose</b>    | M | Hispanic         | Spanish         | 5 yr 8 mo.  | 38         | 9          |
| <b>Carmen</b>  | F | Hispanic.        | Spanish         | 5 yr 6 mo.  | 38         | 9          |
| <b>Hector</b>  | M | Hispanic         | Spanish         | 5 yr 10 mo. | 7          | 7          |

Transcription Key

In order to assist with interpreting the oral information presented from transcript data, a few conventions are listed:

X: the examiner

Ju: Juana

Ig: Ignacio

He: Hector

Jo: Jose

Ca: Carmen

Os: Other student, not a case study subject

Os 2 : A second student, not a case study subject

( ) notes or explanations of events not verbalized

/m/ i.e. sound made for the letter “M”

M-O-M letters verbalized, or written, or stated by subject

>>> time has passed, omitted material, or a pause

In the following sections, the focus will be on the different uses of media made by each case subject. Both oral and written data will be presented and anecdotes that demonstrate the context in which these references occurred. Each case study reveals how that student used media. The relevance, similarities, variations, and implications will be saved for discussion in Chapter V. There is no claim as to the generalizability of this data; it is descriptive.

### Juana

#### Background Information

Juana is the youngest of four girls in her intact family. Her sisters are 16 years old, 12 years old, and 9 years old. Juana had commented to her teacher that her sisters help her with her homework, read to her, and listen to her read. Her mother and father are limited English proficient and her mother attends adult ESL night courses at a local school. Juana attended a federally funded pre-kindergarten program.

#### Initial Assessment

Although Juana was the youngest of the case study subjects, she entered kindergarten with the most concepts about print and the highest letter-identification knowledge of any of the case study subjects.

#### Observation Events

Britton (1970) used the term “sea of talk”. Juana was the most verbal of the case subjects. Every writing center session with her in it had much interactional language and verbal events. Upon review of the field notes, it was noticeable that there was a lot of

dialogue from Juana. She was usually the initiator of most of the conversation occurring in the writing center. However, a lot of her conversation did not pertain to media. Thus, it is outside the scope of this inquiry. I will focus on the media dialogue. For example, in observation number 10, Juana narrates, reasons, and seeks factual information for her story about the movie “Airbud”.

Ju: Then the dog gave up. They call him Buddy. Then, the girl had babies and they keep on growing. (narrates)

>>>

I am drawing a television around it. That’s Airbud. (reasoning)

>>>

How do you spell “watch”, X? (seeks factual information)

X: I don’t know. How do you think it is spelled?

(goes to work quietly)

>>>

Ju: I watch T.V. at Carter (a Junior High School where her mother takes evening ESL classes.) ( back to narrating)

When it (class for her mother) was over, I went home to sleep and eat.

Juana used her language to narrate her writing, reason out why she chose to do something a certain way (for example, I’ll draw a television around it), and seek factual information (How do you spell...?). Representational functions were her most frequently used with 11 references followed by 10 references made using the interactional function.

Approximately half of her references were made using these two functions with the remainder being evenly distributed between directive, heuristic, and personal. Juana was

the student who made more media references than the other case study subject. As these references were sorted, a preference for television and movie media became evident.

Sometimes the two were combined into a video of a movie that she viewed on T.V. Of Juana's references, nine pertained to television, movie, or videos of movies. Video games, books, and advertising media comprised six references made.

Juana was the most verbal of all the case subjects. Her verbalizations were attempts to: make meaning, direct herself or direct others, or for social interaction. An example of a typical exchange can be found when two students in the Alphabet/Spelling center (next to the writing center) are talking about the Mario Brothers video game and Juana starts talking to these other students:

Os: I have a Nintendo!

Os 2: Nintendo game?

Os: (shakes head) Mario!

Ju: I have a Nintendo game... Mario and the funny one. Now we're gonna have "Smackdown"

Os 2: Wow!

Ju: Me and my sister gonna get it.

Os: We already have that! Now we have WWF.

Ju: We're having to get that because we have Nintendo 64.

>>>

(Narrates as she writes it.)

Ju: I went to Golden Corral.

>>>

(Starts talking to the other students again.)

Os: I like playing Nintendo with my brother.

Ju: I played Super Mario!

(Other students nod to indicate they heard her.)

>>>

Ju: (Reads finished piece aloud) I went to Golden Corral. My Mom and Dad and Daisy, Grandma, and Grandpa, and Sandy went too.

(The sitting ends)

This is a typical topic for kindergarteners to compose, retelling actions of self and others. There is reference to media in the interactional language of the three students. Advertising media is present in her writing as noted in her drawing (her plan). In this class, the “plan” consisted of a drawing or set of drawings to assist the writer in keeping on topic. As Juana’s writing shows in Figure 3, the plan itself did not consist of much detail. Only the rectangle that represented the restaurant and the writing on it which denotes the sign on the restaurant. When asked about it, Juana said, “I am going to Golden Corral so I drew the Golden Corral.” At the end of this sitting, I asked myself if signs of advertisement constituted media. I determined that it did as the nature of advertising is media based. It is also mass media because many people view this media regularly.

Juana was writing about the family event of going out to eat which is not a media event alone. When coupled with the sign in the plan, this piece has a media reference in it. Juana made verbal references to media in her interactional language with the two other students and a written reference in her plan (picture).

Examining the titles of movie and television shows Juana referred to, some are rated for older audiences; i.e., WWF Smackdown. Scream, Child’s Play, and a Spanish soap opera. The advanced age of the members of her household suggest that the siblings

and adults are in control of much of the television and video viewing. For example, in Observation 1, Juana's written product and language focuses on the movie "Scream 3". The picture is of a girl crying and another person under the scribbles is being showered in blood.

Juana read it: "Me, Maria, Sandy, Daisy, Alma were watching a movie, "Scream 3". It was too long."

### Child Interview

Juana's interview questions indicated that she views herself as a capable reader and a writer.

X: What is one of your favorite stories?

Ju: The Foot Book by Dr. Seuss

X: What part did you like best?

Ju: All of it.

X: What makes it a good book?

Ju: ...because...because I know how to read it. I just sound it out.

When asked about her favorite television shows, Juana cited some shows she did not reference in her language or her writing. For example, she cited "The Power Puff Girls", "Scooby-Doo", "The Haunting" (which is a movie that came on television), and "scary movies" (in general). The movie she had seen most recently was "Stuart Little" with her oldest sister. This particular film was out on video at the time and not in theaters. the distinction between what is television and what is a movie or a video is not defined for her.

One interesting response came when asked if she had a favorite video game. Juana responded , "No." Recall the dialogue from observation 10 when she carried on a



Figure 3 Juana's Golden Corral

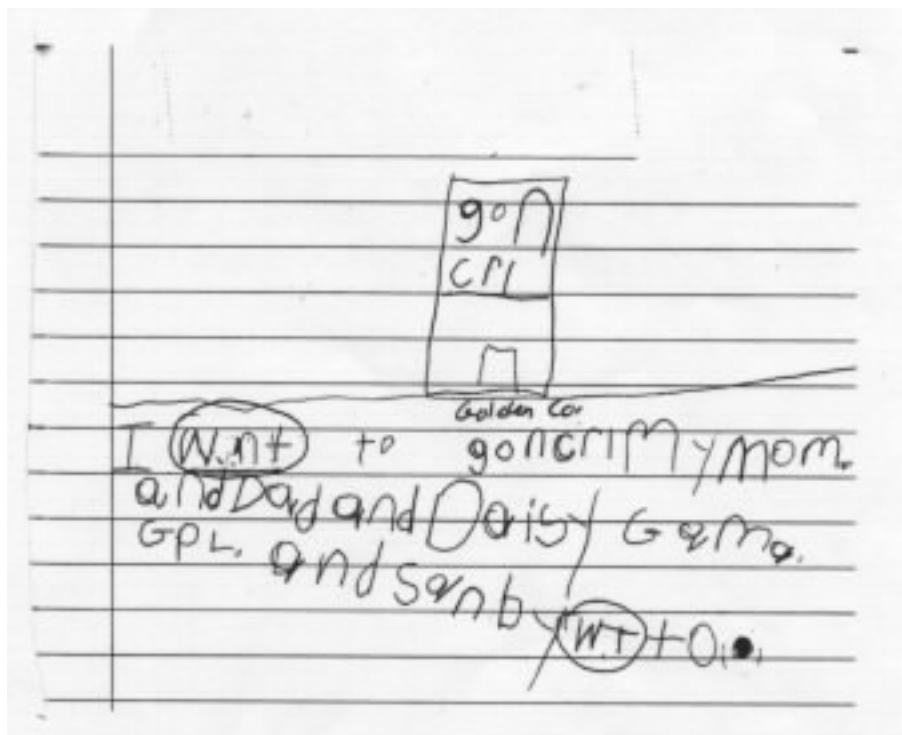
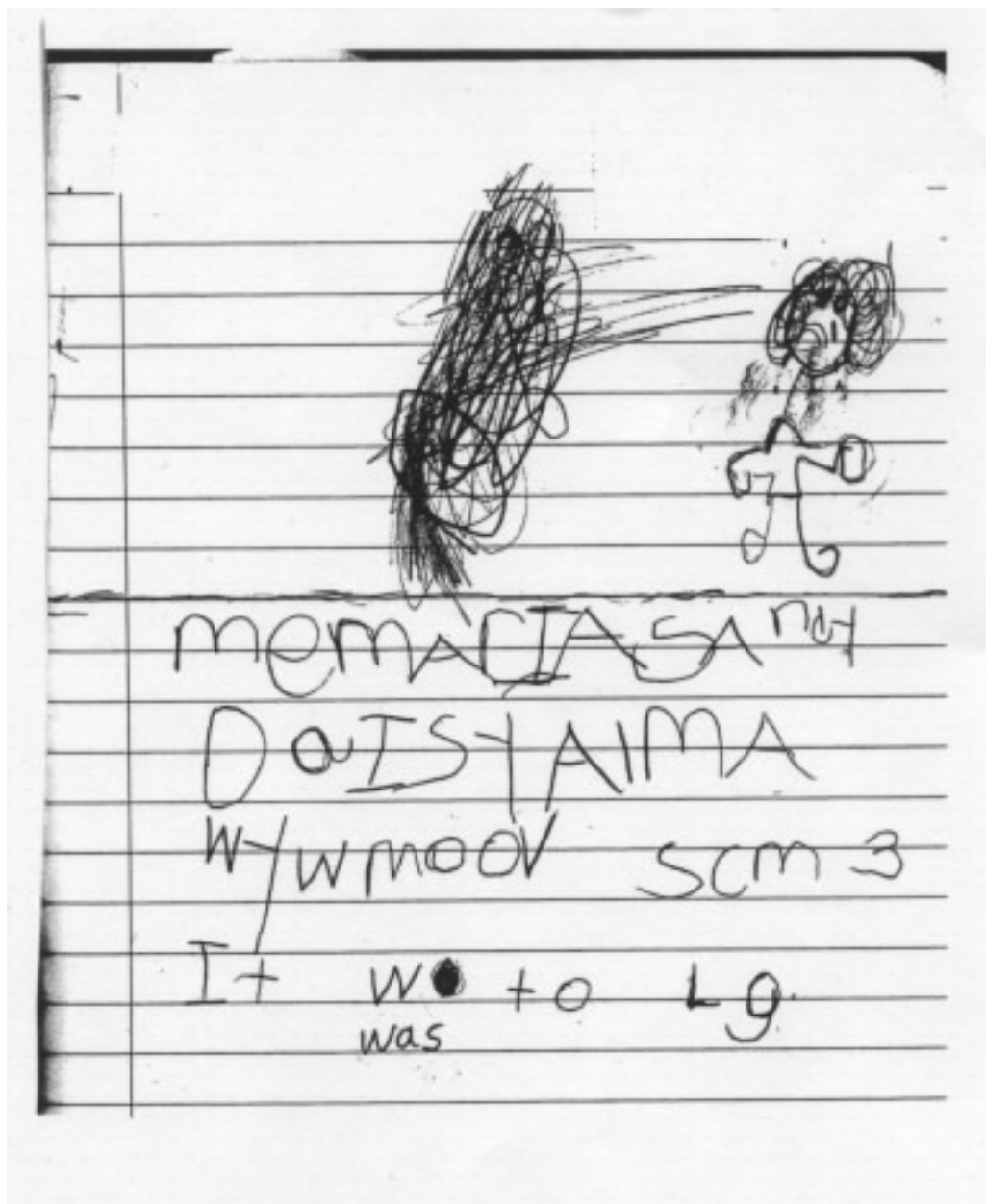


Figure 4. Juana's Scream 3



conversation with the two other students based on the Mario Brothers games, Nintendo, and that the “WWF Smackdown” was to be the next purchased game. Unfortunately, Juana’s parent(s) did not respond to the questionnaire even after the observer sent three home in her native language and one in English.

### Summary

Juana made use of media in her verbal comments to herself and others, in engaging in social interactions that was not related to the written product she was producing, and in her written products. Talking about her writing and about other media references not pertaining to her written product was consistently apparent in her writing center visits.

### Ignacio

#### Background Information

Ignacio is the youngest of three children in his intact family. He has a sister 13 and a sister 10 years old. His family recently immigrated from Brazil. The father was the only member of the family to speak even very limited English. There was a school volunteer who worked at the school two days per week who spoke Portuguese. She helped explain certain rituals and expectations of American schools to Ignacio in his first few weeks of school. This volunteer also translated the CAP into Portuguese to assess the conceptual understanding Ignacio had about print.

#### Initial Assessment

When asked his CAP in Portuguese, Ignacio demonstrated that he already possessed six concepts about print. Conceptually, he had basic knowledge of how books and print worked and assessing what was a conceptual issue and what was a language issue. This was the reason the observer wanted him to be asked this portion in Portuguese. The observer proceeded on the assumption that Ignacio had been read to by

someone.

### Observation Events

From Observation 14, Ignacio had listened to his classmates discussing the the television show “Zaboomafoo.” One part of the show is to tell some type of joke.

“Knock, knock” jokes were the most prevalent. He listens quite a bit, laughs, and then tries one of his own.

Ju: Do you know “Zaboomafoo” , X?

(other children respond in the affirmative)

X: (nods yes)

Ig: I know.

Ju: Knock, Knock.

Ig: Who there?

Ju: Banana.

Ig: Banana?

X: Banana who?

Ju: Knock, Knock.

Ig: Who there?

Ju: Banana.

(children giggle)

>>>

(Juana does this 2 more times)

>>>

Ju: Knock, Knock.

Ig: Who there?

Ju: Orange.

Ig: Orange?

Ju: Orange you glad I didn't say banana.

(all laugh but return to working)

>>>

Ig: You hear that...that on Zaboomafoo?

Ju: (nods) Yea, it's funny, huh?

(Ignacio smiles)

Ig: Knock, knock.

Ju: Who's there?

Ig: Owl.

Ju: Owl who?

Ig: Owl come eating you. ('Owl' come and eat you.)

(all children laugh and the observer laughs and shakes her head).

Ju: You know any more? Did you hear any more on "Zaboomafoo"?

This interaction was for social reasons. He was extending the conversation and attempting to participate in it. The content was not directly tied to media, but the impetus for the jokes were based on the conversation about the show and it ended with a reference back to the show.

Characters in Ignacio's stories are users of media. In Observation 8, the dragon is in the listening center while the spider is playing in the blocks. (see Figure 5)

X: Read this to me, Ignacio. (referring to what he has written)

Ig: Dragon in the listening center and spider are playing blocks.

X: Oh.

Ig: Dragon listening to the book.

X: Which book?

Ig: George.

X: George? Which George?

Ig: The monkey.

X: You mean Curious George?

Ig: Yes... Curious George.

### Child Interview and Parent Responses

Ignacio's responses to his favorite stories were those he had encountered in media. He appeared to lump all stories and items associated with the story into the same category and did not differentiate them as to books, television, etc.

X: What is one of your favorite stories?

Ig: Pokemon

X: What part of the story did you like best?

Ig: I like the cards and the ball.

>>>

X: What are some of you favorite television shows?

Ig: Pokemon....dinosaur

X: Any others?

Ig: Yes...animals.

X: Shows with animals or shows about animals?

Ig: All animals.

>>>

X: Do you have a favorite video game?

Figure 5. Ignacio's Dinosaur Listening to Tapes



Ig: I like a Sammy. (“Sammy’s Science House” is a computer software program used on the class computers.)

Language and vocabulary could account for the confusion of video game versus computer game. Parent questionnaire data was incomplete. Some questions were filled in and some were left blank. The observer can only speculate that a) language may have been a problem due to not having a questionnaire in Portuguese or b) they chose not to answer some questions for their own reasons. What the parent questionnaire did reveal was that Ignacio learned English from school, his father, friends, and television. Pokemon and cartoons were cited as favorite television programs. This is consistent with some of his references at the writing center.

### Summary

Ignacio was the second oldest case subject and he was the only non-English speaker. Although he demonstrated the concepts in Portuguese, Ignacio had 6 concepts of print upon entry into kindergarten. Seven months later, he had 15 and this time it was asked and answered in English. He had learned to identify every item on the Clay LIT in English. Other participants like Ignacio’s stories because “they are really funny.” Engaging in social interaction was his preferred language function. Ignacio did not stick to reality and he liked to make up fantasy and / or humorous stories and talk while he worked.

### Carmen

#### Background Information

Carmen is the oldest of two children in an intact family. Her father speaks some English but her mother speaks no English. Her mother is unable to write Spanish. Most communication is done through the father or a friend. Carmen attended a federally funded,



bilingual pre-kindergarten program. She was placed in ESL by parent request. The parent's requested that she "learn English".

### Assessment Information

Carmen entered kindergarten knowing three letters of the alphabet and three concepts about print. By the end of the observation period, she knew 38 letters of the alphabet and 9 concepts about print. She was in the middle of the participants age range and ability level.

### Observation Events

Carmen used only two types of references to media: "The Alphabet Song" (directive: accessing) and advertising media. When Carmen was in the writing center, she would work quietly and not talk much. Her topics for writing focused on her family, her friends, and what she had done. She did not engage in fantasy writing during these observations. The verbalizations she did make while she worked were singing the alphabet song to access and locate the appropriate letter on a letter-sound card. (See Figure 6)

Ca: A-B-C-D-E-F-G-H-I-J-K-L-M-N-O-P ....P!

(singing "The Alphabet Song" while pointing to each subsequent letter on the letter-sound card to locate a letter 'p' for the word she wants to write "playing")

### Child Interview and Parent Questionnaire

Carmen was very literal when asked, "If you were writing a story, what would you put in it?" Her response was "words." Since her topics did not project fantasy, references to television and movies were not present in her writing but they were present in her interview.

Figure 6 Carmen's McDonald's



X: What are some of your favorite television shows?

Ca: Scooby -Doo, Little Mermaid, Dexter's Laboratory

X: What makes them your favorites?

Ca: I like to see them....I like them because they do everything.

X: Have you seen a movie recently?

Ca: Yea, I see a scary movie.

X: Which one?

Ca: Power Puff Girls

X: Why do you like them?

Ca: They hit monsters.

Make-believe and fantasy were present in this information but did not surface in her writing or oral references. It is interesting to note that she listed Power Puff Girls as scary. This is a cartoon shown daily on afternoon television.

### Summary

Carmen used only two types of media references, "The Alphabet Song" and advertising media in her plan about "golden arches". Fantasy and make-believe were not present in her writing samples but were shown in her oral responses in the interview. The language function and strategies she used were: songs (directive: accessing) and advertising media during the observation period.

### Jose

#### Background Information

Jose is the third of four children in a blended family. This is his mother's second marriage. The youngest sibling is Jose's half-sister. Jose did not attend a federally funded pre-kindergarten class even though his family would have qualified. His mother had

commented that she preferred him to stay at home for that year. The mother speaks English and Spanish. Jose's stepfather has only had brief contact with the school on the first day of school and it was not clear which language(s) he speaks.

### Assessment Information

At the beginning of the year, Jose knew five letters on the LIT and knew seven concepts on the CAP. Jose's greatest gains were in his letter knowledge. He knew 38 letters seven months later. Only two concepts about print were added to his score on the CAP. Jose is still working on the concepts of first and last and letters versus words. Not only did he have to work on naming the letters by name, he was working in learning the letter sounds.

### Observation Events

The task of writing took much of Jose's concentration. He did not talk much at the writing center. Most of his verbalizations were attempts to locate letters on the letter-sound card singing "The Alphabet Song". Four of the five references made by Jose were "The Alphabet Song". In Observation 11, Figure 7, Jose concentrated on identifying the initial sound of the words he wanted to write.

("I was throwing papers. I throw it on the door. I broke a window.")

>>>

Jo: papers...papers... pay.../p/.../p/... "P"!

(sings "The Alphabet Song" until he locates "P" on the letter-sound card and then writes it).

This strategy of accessing information was not always accurate. Jose had to identify the correct sound and then find the correct letter (i.e. Jose wrote "F" for throwing. The /f/ instead of the /th/ digraph.) Jose did have four conventional spellings in this piece: 'I',

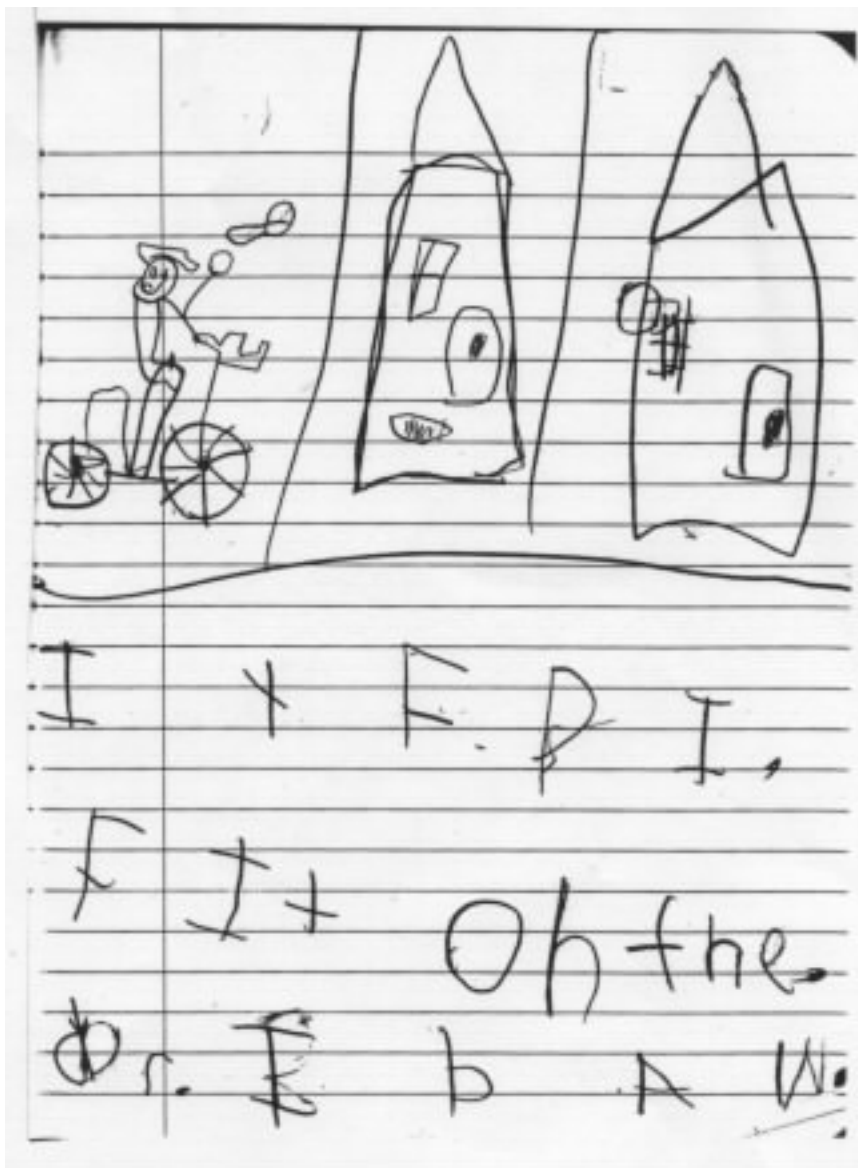
‘it’, ‘on’, and ‘the.’ He sings the song four more times to locate four more letters in this same piece.

The only other media reference made by Jose was made in Observation 10. He wrote about the character “Chuckie” from the movie “Child’s Play”, a horror film.

Jo: “X”, how do you draw Chuckie?

X: I don’t know. You draw him as best you can.

Figure 7 Jose’s Throwing Papers



(works on picture (plan) quietly and begins the writing portion)

>>>

Jo: (sings alphabet song)

>>>

Jo: I saw Chuckie on the night and he killed my Dad. I said “Stop!”. He still killed him.

(Jose looks at the observer and states “He killed him on his stomach.” )

In this observation, Jose used three different types of language functions and strategies. He used his preferred strategy of accessing information by singing “The Alphabet Song”. At the beginning, he sought a demonstration of ‘how do you draw Chuckie’. At the end, he made representational use by narrating his piece when he was almost finished with the writing.

#### Child Interview and Parent Information

Jose was typical of three other participants who made mention of favorites stories and television shows in the interview which did not surface in their writing.

X: What is one of your favorite stories?

Jo: A monster ...a monster live in the water.

X: What part of the story did you like best?

Jo: I like when him eat the people.

>>>

X: What are some of your favorite television show?

Jo: Mick and Duey, Cartoon Network, “Cow and Chicken”, “Power Puff Girls”, “Johnny Bravo”.

>>>

Figure 8. Jose's "Child's Play" Reference



X: Do you have a favorite video game? What is it?

Jo: Playstation 'cause you kill people.

Parent information was incomplete. Some questions were not answered and one was even scratched out (The number 2 question was “What language did he/she speak when he/she learned to talk?” and Spanish was checked and then scratched out.) The information presented a different view of what Jose listens to and watches at home. According to the parent, his favorite stories are Bible stories and “Sesame Street”. and his favorite programs are “Blues Clues”, “Little Bear”, and “Reading Rainbow”. Many of these are targeted for a younger audience than Jose. Jose’s references to Chuckie, killing people, and the Playstation game has killing people in it, he has been exposed to and is familiar with media targeted for older children. The parent did also indicated that they do rent videos four to six times a month. The observer questions whether the mother’s responses are accurate and did she just fill in what she thought was a good answer.

### Summary

Jose struggled with the task of getting the written message on the paper. He had to search almost every time for the letter to match the sound he wished to write. He used “The Alphabet Song” as is main language function and accessing strategy. He had a lot of violence in his interview and in the piece where he referred to Chuckie. Most other writing was based on personal experience. Jose did not talk much to others during his time at the writing center.

## HECTOR

### Background Information

Hector was the oldest of all the case subjects. He is the oldest of two children in



his intact family. Last year, Hector was enrolled in a federally funded pre-kindergarten program that served children with major developmental delays or who qualified for the Individuals with Disabilities Education Act (IDEA). Based on testing performed on Hector as part of his intake assessment into that program, he had an IQ in the normal range but qualified for this program due to a major language delay and for speech services. Due to his developmental delays, Hector did not talk much at the beginning of the school year. When he did speak, it was difficult, if not impossible, to understand him. English was the language he used when he spoke to others both at home and at school. Since it is policy to test every child for language dominance who indicate that a language other than English is spoken at home on the Home-Language Survey, Hector was tested for language dominance. Not surprisingly, his scores were non-English speaker and non-Spanish speaker. He had no language dominance because he had very little language at all. One of his Individualized Education Plans (IEP) was to verbalize requests and repeat instructions to assist in comprehension. In the school cafeteria at the beginning of kindergarten, he would point to items he wanted and grunt. The teacher and teacher assistant worked with Hector to use words, even one word at a time to indicate his wishes. His father spoke both English and Spanish but his mother only spoke Spanish. In terms of his social and language development, Hector entered kindergarten operating on the developmental level of a 3 year old. He held a pencil with a palmer grasp. Based on his report card and district policy, Hector will repeat kindergarten in the Fall. His father stated during a parent conference to discuss this retention that he thought Hector was just now ready for kindergarten. His developmental delays have affected his academic progress.

#### Assessment Information

Although Hector was the oldest he had the lowest scores of all participants.

Hector could not identify any letters of the alphabet at the beginning of the year and could name seven months later. He did indicate he knew three concepts about print in the beginning and seven months later he knew seven. Limited progress was made.

### Observation Events

Hector had a limited list of topics about which he would write. In Observation 15, Hector uses media and a personal favorite (trucks and trailers) to create a writing piece. (see Figure 9)

He: I make car go K-Mart. I go get Nintendo. (narrates)

>>>

He: Baby crash a truck and he not happy he not won.

(His younger brother is not happy he did not win the Nintendo race)

>>>

Figure 9. Hector's Nintendo



He: Baby crash a truck. I happy me. Baby says, “Waaaaa!”

(dramatizes the “Waaaa!”)

See, Baby crash! (pointing to picture)

Mom and Daddy watch. Mom , Dad watch me play race.

X: Does your Mom or Dad play Nintendo?

He: Yes. They play me.

In Observation 8, Hector combined his love of trucks with the media reference to the Power Rangers. (see Figure 10) This was the first writing by Hector to include trucks, Power Rangers, and dinosaurs. (In the picture, the part at the tip that was scribbled over was his dinosaur.)

He: Teacher, Teacher! I like dinosaur. I see a movie of dinosaur.

X: Was it funny or scary?

He: Teacher, it was a big. Mommas and babies. (There were mommas and baby dinosaurs.)

>>>

(Hector goes to work on his picture)

>>>

He: (Roars)

X: Who is that?

He: Dinosaurs!

>>>

He: Talking to dinosaurs talking...it mouth open.

X: His mouth is open?

He: (nods yes)

Figure 10. Hector's Power Ranger and Trailer



>>>

X: Who is this? (asking about part of the picture)

He: Pow -wo-kreeg -o. (Due to his speech difficulty, it was hard to initially understand Hector.)

X: Par -ray--key -O??

He: No! Paw rango.! Paw rango!! (very intense)

Os: Power Ranger!

X: Oh, Power Ranger! I see! So is the Power Ranger going to save you from the dinosaur?

He: Yes.

>>>

He: He tell the dinosaur “Go away!” (narrating)

X: Did the Power Ranger tell the dinosaur to go away?

He: He say, “Boo!” (using an affected voice)

X: Said Boo??

He: Said “Go away!” (very affected voice)

>>>

He: He (the dinosaur) go to the zoo. (narrating) He go in the truck.  
(sitting ends)

This observation and writing piece had “Dinosaur” the movie and the “Power Rangers” mentioned. Hector’s preferred uses of language in this observation were representational narrating, reporting, and dramatizing.

#### Child Interview and Parent Information

The observer had heard Hector tell stories about cars and trucks often, it was a

surprise when Hector did not mention them when asked about his favorite stories. It appears that Hector was really captivated by another student's story about bees that had been read to Hector earlier in the day.

X: What is one of your favorite stories?

He: The bees... They hit you.

X: What part of the story did you like best?

He: They eat the honey.

X: If you were writing a story, what would you put in it?

He: Bees and wings.

X: What is your favorite story that you have written?

He: I make a clubhouse in a tree. Bees and ... run around, around, around.

(Hector had not written a story about bees; another student had written it.)

Hector did mention predictable answers to his favorite television shows: Thomas the Tank Engine, Blues Clues, and Toy Story. (He saw the video on tape on the television.) Racing games on the Nintendo were mentioned when asked about video games.

When asked whether television and movies helped his child learn English, his father indicated it had "a lot". Cartoons were the shows of choice identified by his father and that Hector watched 10-12 hours of television per week. This was the highest number of hours per week of any that responded to this question. In the additional comments section, Hector's father made the request to help his son speak.

### Summary

Hector was the second most verbal participant after Juana. He had the least letter naming and concepts about print, but he told the most dramatized stories. Even with his

language delay at the beginning of the year, Hector began to talk in class and at the writing center. Sometimes he would engage in interactional language with the a peer or the observer. However, his preferred uses of language about media that were representational: narrating, reporting, and dramatizing. His fine motor skills advanced to be legible and using pincer grip. His writing references were mostly video games and video taped movies and television.

### CASE STUDY SUMMARY

The purpose of this chapter has been to present five case studies. Each case study introduced background information, assessment data, observational anecdotes, interview and questionnaire information, and a summary of each subject. In presenting the studies in this manner, I described the uses of and references to media both oral and written. I will review the case study data in this section.

Over the course of the observation period, subjects referred to 25 different titles or types of mass media. Media was used by all case study subjects with references having been oral and written. Sometimes the oral references did not coincide with a written reference(s). Oral references were analyzed and sorted into categories based function. The representational function and strategies were the most prevalent followed by directive and interactional functions. The subjects with the most and the least literacy concepts did the most verbalizing during their time at the writing center. Interactional language was exhibited by these same learners more than the moderate learners (Carmen and Jose).

The first study subject presented, Juana, used oral language and written references to media to support and augment her writing as well as her social relationships. She was the subject with the most literacy concepts developed from the onset of the school year. Her language function used were predominantly representational and interactional. Juana

spent most of her time talking in the writing center. The talk may have focused on the media she was describing in her writing or just as social interaction to engage her peers.

Ignacio was the author whose stories were most preferred by his peers because they were funny. Although he was a complete non-English speaker when he enrolled, Ignacio made large gains in his letter naming and concepts about print in English. When he wanted to participate with his peers in a social dialogue, he would use media references to enter into a conversation. Ignacio liked to make up fantasy and / or humorous stories and talk while he worked.

At the other end of the range on literacy concepts was Hector. He was not that focused on the letters or the books, but Hector like to tell stories. This was a surprise considering he had such a difficult time with speech in general. If the topic of his story or another student's story was one that he had experienced, he would be very excited about it. Although his writing samples were emergent and he only wrote random letters; his oral stories were very well developed; and he liked to dramatize the parts. He used representational (reporting and dramatizing) during his writing center references to media. Hector, Ignacio, and Juana all used oral references to media as social outlets, whether to engage or to participate. If placed on a graph based on least to most concepts about letters and print along the x-axis and the amount of social interaction were placed on the y-axis, it would look like an inverse bell curve. The higher concept and lower concept students used social interaction more often than the moderates.

Jose used the directive (accessing) language function to determine letters that matched the sounds he wanted to write by singing "The Alphabet Song". Most of his stories were personal experiences and did not contain media. Jose's media references did indicate a preference media with violence in it while his parent indicated that he did not



watch such programs. He was quiet in the center and concentrated on what he had to put down on paper rather than on discussion.

Another subject who used “The Alphabet Song” a lot was Carmen. Her stories were based on past or anticipated future action by her and others. The other reference to media she made that was unique was “the golden arches”. Advertising media were evident with this label on part of her plan to go to McDonald’s. She intentionally placed it there.

Data from case study subjects have suggested that media is used by ESL kindergarteners in various ways. The kinds of references made during the observation period to media were from television, toys based on television characters, movies, video, books, songs, advertising media, and video games. Discussion and implications of this information will be discussed in Chapter V.

## CHAPTER V

### DISCUSSION AND IMPLICATIONS

The focus of this inquiry was to investigate whether or not ESL kindergarteners use mass media in the process of writing. If so, how did they use it? All case study subjects made reference to and use of mass media at the writing center during the observation period. Certain subjects used it more often than others while some used a greater variety of media. Several key characteristics came from the observations: first, that each child did use media. Certain students made more references daily (and overall) than others. Second, oral references to media served different purposes. The amount of oral communication made during an observation was related to the number of literacy concepts that the child had control over. The use of oral communication was associated with promoting social relationships as well as written artifact production. Finally, when interviewed, these children were not consistent in their answers to the examiner concerning what they produced on paper. What they referred to in oral form as to their favorite stories or favorite television programs was not consistent with their answers on some of the interview questions. Each of these will be addressed below.

#### Mass Media Use

These ESL students did use and or make reference to mass media while in the writing center. Television, movies/ videos, books, and toys based on television shows, advertising media, and songs tended to be the type of media referenced most. The use of “The Alphabet Song” to locate the symbol for the letter-sound the student needed was used often by two subjects. For example, Jose knew he needed an /m/ sound and he knew that an “m” says /m/. However, he could not recall the symbol of “m” . He used the

song and a letter-sound chart to find the symbol “m” and solve his dilemma. Jose sang and pointed to the letters one by one until he reached the symbol when he said “m”. Problem-solving using prior knowledge was this media’s function. The song served as an important resource. Without this “handle” (and some problem-solving skill), Jose and Carmen would have been lost. Their writing pieces would still be in the random letter stage.

Written uses of media were not as prevalent as the oral references to media. Juana was the most prolific and greatest consumer of media of all the students. Fifteen of the 40 media references were made by her. Even the most limited English proficient case study subjects, Ignacio and Hector, used mass media while attempting to write. The discussion at the center was often filled with conversation about media the child liked and or used.

Every child at the center had some type of recognition and possibly recall regarding media references made by the others. It did not matter if someone was talking about Chuckie from the movie “Child’s Play”, and they had not seen the movie. They had recognition of the character and the genre (scary movie). They also listened to learn about the topic or film. Myers (1992) also found that students use literacy practices to indicate membership status in various groups. This can be seen in the peer affiliation needs that were developing in Hector. He wanted to write a story the others would show some interest in hearing. So, he assimilated the “Power Rangers” into his story about dinosaurs and trucks. Prior to Observation 8, Hector had not made reference to the “Power Rangers” in any writing sitting. He had not seen the show, but had learned about them from his peers and media in stores. And not wanting to appear ignorant, Hector would nod as others talked about them. He learned enough to include them in a correct context

later.

### Oral Language and Social Interaction

The English as a Second Language students had two tasks. First, they must develop English vocabulary, syntax, and grammar. Second, they must learn to write (stories, notes, and other artifacts) in order to communicate with others. Oral references were more prevalent to media than written references. Making meaning (Representational) or instructing (Directive) or social (Interactional) language purposes served these learners well but did not always refer to the writing produced on paper. The significance of this may be that while they were trying to accomplish one task of writing something down; they were also trying to accomplish others: to gain social vocabulary, social standing, and maintain interpersonal relationships.

Socially, these children had fun just talking to each other and listening to others stories. They liked being the center of attention as the author of the story. Ignacio was the most often mentioned as the favorite author in the class because he wrote funny stories. It gave him a status and power to able to influence the group when he read his stories. Most of these students relied on their experiences with media and portrayed experiential narratives. Ignacio and Hector engaged in fantasy and elaboration of media. They used these multiple media stories as a starting place for their own creations. Ignacio's style of story telling/creating gave him status within the group. (He tells good, funny stories.)

Conversation occurred most often between the two students who understood more concepts about print and the one who knew the least. Vygotsky's (1978) theory of scaffolding appears to bear this out. Juana and Ignacio already had the concept of letters and letter sounds. This was not a new skill for them. Hector, as a child still making random letters, had not internalized the concept that speech can be written down. His

primary composing mode was oral. His greater need was on developing oracy. Hector needed to listen and talk. Jose and Carmen were in between. They worked hard to get their speech written down beyond random letters but still had to concentrate on the task. It had not become internalized for them. They, too, may have an individual learning style that prefers to work in settings with little noise.

Graves (1983, 1973) , Dyson (1997, 1993, 1989, 1981) and others have investigated talk to inform the writing. It was surprising to watch Juana and Ignacio alternate their conversation with their composition. They flowed from one to the other and back with ease. The talking that occurred between Juana and Ignacio did not preface the written manifestation of the talk. This talk was produced for social reasons. Part of what bonded these children together was their common topics. Ignacio expanded his verbal skills, his concept of humor, and his social world through the “knock,knock” jokes. This suggests that certain children use oral language to initiate, participate, and sustain social relationships with peers regardless of task. Thus, the writing context created a means to oral language growth and expanding social interactions as well as writing development.

Interview data was not as helpful as was hoped. Since the children lived more in the present (or a recent event), a true picture of what are their long term favorites in regards to story structure and media was not revealed. Parent data was not very enlightening either. Two parents did not respond, one did not answer half the questions, and one had questionable responses. Only one gave complete answers.

### Implications

This data has several suggestions for future learning. The concept that Britton (1970, p. 29) suggested that writing occurs floating “on a sea of talk” bears true in this

inquiry. During times of talking, the subjects were at their most engaged and involved in their writing. Although adults may wish their surroundings were quiet when they are trying to compose, children prefer to talk about what is going on in their lives, in their story, and in their minds. Writing time might be better served if it were not required to be quiet.

As children wrote and talked of their own experiences or fantasies, they included some of the following: experiences with media, thoughts about media, and use of and for media. I agree with Pailliotet, Semali, Rodenberg, Giles, and Macaul (2000) when they state that children should be taught to think critically about media. Although their ideas were based on work with older students, young children can benefit. Children should experience different types of media and be familiar with them. One way to help children become better consumers of media is to teach them how media works and how to judge advertising with a more clear understanding as to its purpose. Dyson (1981, p. 361) suggested “making use of whatever strategies are available to a particular child”. In the twenty-first century, one strategy would be, for example, to incorporate or use media; internet searches, television news shows, songs as a memory device, and computer word processing.

Television and computers are as much a part of modern life as running water. People in the more developed countries of the world cannot imagine the world without it, except if one is camping. Media such a television and movies is often the only constant English language resource readily available to them; thus, it is a cultural link (as is was for Ignacio). ESL parents have even remarked that watching T.V. helped their child learn English. Using programs such as cable in the classroom, computer labs, music programs should be funded for all students, not just the intermediate and high school grades. Media

literacy, along with language literacy, must start early.

The question for educators and parents is not if television is harmful. It is apart of everyday life. The question is, “How do we make the best use of this tool at our disposal to help children (ESL children in the present study) grow in their understanding of language, culture, social relationships, and academic skills?” Educators should embrace all the tools at their disposal that might assist them and their students gain the skills needed to be a productive member of society. Although the author is anonymous, it is true to say ‘you can take the child out of the family but you cannot take the family out of the child.’ Exchange the word culture for family and it is still true. Our experiences make us who we are. Children experience various forms of media on a daily basis. If young children write about what they know, and if they experience various media, then they will write about their experience with media at some point in time.

Early childhood teachers should recognize that language is necessary for development. If teachers are accustomed to having it quiet during “writing time”, this would be stifling to the learners who need to talk and discuss their stories as well as their needs for social outlets. In 1987, Graff suggested that literacy was complex and must be viewed in a societal and historical context. Since then, the Educational Resources Information Center (ERIC) has used “Literacy is a Social Process” as an identifier. If literacy is complex, then it exists and is developed on multiple levels. Therefore, teachers should alternate the methods and procedures used to develop literate students. Sometimes there may need to be “quiet writing time” but sometimes there may need to be interactive conversation(s) about writing. This would assist students with varying learning styles in the process. ESL learners who are trying to learn to speak English but are trying to learn a new system symbolization may need more opportunities for oral

avenues to literacy development than those who have a better command of English.

As I did these observations, it opened a new window into my perspective on my classroom. I used to be so busy trying to ‘teach them something’ and initiate progress in their written products, I did not stop to just watch the dynamics of the writing center. Who was the initiator of conversation? Who was a follower? Who copied or mimicked whom? Was what they started writing about actually what they ended up writing about? And most importantly: What were they talking about? I was aware of ‘language informing the writing’, but I noticed that language did more than ‘inform the writing’. Language occurred between children in multiple ways and for different purposes beyond the writing. Some children needed to socialize with others as they were composing text. The conversation, most of the time, did not pertain to the writing. Talk had a life and context of its own. Juana and Ignacio were multi-tasking (doing more than one operation at a time.) They wrote a story, told jokes, told personal narratives, were authors, were listeners, were critics, and were fans all in one sitting at the writing center. The implication of this is that teachers in classroom settings should regularly take ‘a step back’ and just observe the children engaging each other. Reflect on what happened and use the insight to inform practice.

Future research might propose to investigate ESL learners on a longitudinal basis and with a larger number of participants investigating whether these references and social dynamics change over time. Also, do children from homes where a language other than English is spoken differ from their English-only peers in their use and purpose for media? Research on the multiple layers of oral language being used by children in their efforts to work in the school setting would be helpful in gaining perspective on the complexity of language and literacy. Finally, I suggest that classroom teachers use their own students to



inform their teaching regarding what is occurring in the learning of the students and what needs to be addressed.

APPENDIX A  
CLAY ASSESSMENTS

A F K P W Z

B H O J U

C Y L Q M

D N S X I

E G R V T

a f k p w z

b h o j u a

c y l q m

d n s x i

e g r v t g

# LETTER IDENTIFICATION SCORE SHEET

Name: \_\_\_\_\_ Age: \_\_\_\_\_ Date: \_\_\_\_\_  
 Recorder: \_\_\_\_\_ Date of Birth: \_\_\_\_\_

TEST SCORE:

STANINE GROUP:

| A | S | Word | I.R. |   | A | S | Word | I.R. |
|---|---|------|------|---|---|---|------|------|
| A |   |      |      | a |   |   |      |      |
| F |   |      |      | f |   |   |      |      |
| K |   |      |      | k |   |   |      |      |
| P |   |      |      | p |   |   |      |      |
| W |   |      |      | w |   |   |      |      |
| Z |   |      |      | z |   |   |      |      |
| B |   |      |      | b |   |   |      |      |
| H |   |      |      | h |   |   |      |      |
| O |   |      |      | o |   |   |      |      |
| J |   |      |      | j |   |   |      |      |
| U |   |      |      | u |   |   |      |      |
|   |   |      |      | a |   |   |      |      |
| C |   |      |      | c |   |   |      |      |
| Y |   |      |      | y |   |   |      |      |
| L |   |      |      | l |   |   |      |      |
| Q |   |      |      | q |   |   |      |      |
| M |   |      |      | m |   |   |      |      |
| D |   |      |      | d |   |   |      |      |
| N |   |      |      | n |   |   |      |      |
| S |   |      |      | s |   |   |      |      |
| X |   |      |      | x |   |   |      |      |
| I |   |      |      | i |   |   |      |      |
| E |   |      |      | e |   |   |      |      |
| G |   |      |      | g |   |   |      |      |
| R |   |      |      | r |   |   |      |      |
| V |   |      |      | v |   |   |      |      |
| T |   |      |      | t |   |   |      |      |
|   |   |      |      | g |   |   |      |      |

Confusions:

Letters Unknown:

Comment:

## Recording:

A Alphabet response:  
 tick (check)  
 S Letter sound response:  
 tick (check)  
 Word Record the word the  
 child gives  
 IR Incorrect response:  
 Record what the child  
 says

TOTALS

TOTAL SCORE

# CONCEPTS ABOUT PRINT SCORE SHEET

Date: \_\_\_\_\_

Name: \_\_\_\_\_ Age: \_\_\_\_\_ TEST SCORE:

Recorder: \_\_\_\_\_ Date of Birth: \_\_\_\_\_ STANINE GROUP:

| PAGE                             | SCORE | ITEM   | COMMENT |
|----------------------------------|-------|--|---------|
| Cover                            |       | 1. Front of book   |         |
| 2/3                              |       | 2. Print contains message  |         |
| 4/5<br>4/5<br>4/5<br>4/5         |       | 3. Where to start<br>4. Which way to go<br>5. Return sweep to left<br>6. Word by word matching   |         |
| 6                                |       | 7. First and last concept  |         |
| 7                                |       | 8. Bottom of picture   |         |
| 8/9                              |       | 9. Begin 'The' (Sand) or 'I'<br>(Stones) bottom line, top<br>OR turn book  |         |
| 10/11                            |       | 10. Line order altered   |         |
| 12/13<br>12/13<br>12/13          |       | 11. Left page before right<br>12. One change in word order<br>13. One change in letter order   |         |
| 14/15<br>14/15                   |       | 14. One change in letter order<br>15. Meaning of ?   |         |
| 16/17<br>16/17<br>16/17<br>16/17 |       | 16. Meaning of full stop<br>17. Meaning of comma<br>18. Meaning of quotation marks<br>19. Locate M m H h (Sand)<br>OR T t B b (Stones) |         |
| 18/19                            |       | 20. Reversible words was, no   |         |
| 20<br>20<br>20<br>20             |       | 21. One letter: two letters<br>22. One word: two words<br>23. First and last letter of word<br>24. Capital letter                      |         |

APPENDIX B  
PARENT PERMISSION FORM  
(ENGLISH VERSION)

## PARENT PERMISSION FORM

Dear Parent,

I need your help! As a requirement for graduate study at the University of North Texas, I wish to study how children use television, movies, computers, and videos while they are learning to write in the class writing center. I want to see if I can use this information to help children learn to read and write better. There will be no change in what your child learns or does in the class. I will be taking notes while they are at the writing center, and I may be video-taping or tape-recording it too. (Taping is for my information so I can look back later and see what I missed the first time.) No pictures or recordings or any information about your child will be released to anyone. The collection is for accuracy and information only.

I would like your child to be a part of my project which should last for about six weeks. Whether you want your child to be a part of this study or not is up to you, and you may change your mind at any time. I will let you know how your child did on two letter identification and reading tests at the end of the six weeks of my study.

If you have any information or questions, please let me know!

Thank you,

Janet Moody Melton  
2401 Roberts Circle  
Arlington, Texas 76010  
817-801-2900

or University of North Texas IRB  
at phone number 940-565-3940  
if you have any questions.

My child, \_\_\_\_\_, has my permission to be video-taped, tape-recorded, and take part in Janet M. Melton's research study described above. I understand that I may change my mind at any time.

\_\_\_\_\_  
Parent Signature and Date

APPENDIX C  
PARENT PERMISSION FORM  
(SPANISH VERSION)



## FORMA DE PERMISO

Estimados Padres,

¡Necesito su ayuda! Como parte de mis estudios de posgrado en la Universidad de North Texas, deseo investigar si los niños usan y de que manera usan la televisión, las películas, las computadoras, el periódico, los libros, y los videos en su escritura mientras aprenden a escribir. Mi enfoque es con los estudiantes que hablan un idioma diferente al inglés en su casa. Estaré observando lo que dicen y lo que hacen cuando escriben sus propios cuentos. Quiero ver si incorporan conceptos de la televisión, las películas, las computadoras, el periódico, los libros, y los videos, y si si los incorporan, como y cuando. Espero usar esta información para ayudarles a los niños de mi clase a aprender a leer y a escribir mejor. Durante este estudio, no habrá ningún cambio en lo que su estudiante aprenderá ni en lo que hace normalmente en la clase. Yo estaré tomando notas mientras ellos trabajan dentro de la clase en el centro de escritura tres o cuatro veces a la semana. Posiblemente tambien estaré tomando video o grabando en un casete. (Estas grabaciones me servirán para repasarlas y anotar cualquier información que se me pasó la primera vez que observe al estudiante.) Ninguna otra persona tendrá acceso a las grabaciones, fotografías, o información de su estudiante que recolecté durante este estudio salvo que sea un requisito legal. Estas grabaciones la utilizaré solamente para tener información exacta y no serán vistas por nadie que no sea mi persona. Al terminar este estudio, hablaré con usted sobre lo que demostraron mis observaciones. Además, compartiré con usted el progreso de su hijo o hija en el momento que usted solicite durante horas hábiles.

Me gustaría que su estudiante participe en mi proyecto que durará como unas seis semanas. Usted puede decidir si quiere que su estudiante participe en este estudio o no, y tambien puede cambiar de opinión en cualquier momento. Usted recibirá una copia de esta forma. ¡Por favor comuníquese conmigo si usted tiene alguna información o alguna pregunta!

Gracias,

Janet Moody Melton  
817-801-2900

o comuníquese con mi patrocinador docente  
Dra. Arminta Jacobson al 940-565-2432

Este proyecto ha sido revisado y aprobado por la Universidad de North Texas IRB (940-565-3940)

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Mi hijo o hija, \_\_\_\_\_, tiene mi permiso de ser grabado en video y en casete, y de participar en el estudio de Janet M. Melton, el cual fue descrito en esta página. Entiendo que puedo cambiar de opinión en cualquier momento.

\_\_\_\_\_  
Firma de los Padres y Fecha

APPENDIX D  
PARENT PERMISSION FORM  
(VIETNAMESE VERSION)

## ĐƠN CHẤP THUẬN CỦA PHỤ HUYNH

Kính gửi cá bậc phụ huynh:

Tôi cần sự trợ giúp của quý vị! Như là một phần nghiên cứu tốt nghiệp của tôi tại trường University of North Texas. Tôi muốn nghiên cứu các em dùng tivi, phim ảnh, máy vi tính, sách báo và băng video như thế nào trong khi các em học viết. Mục đích của tôi hướng về những em ở nhà nói một ngôn ngữ khác ngoài tiếng Anh. Tôi sẽ trông chừng các em làm gì, nói gì cũng như khi các em tự viết những câu chuyện. Tôi muốn biết nếu các em dùng những khái niệm từ tivi, phim ảnh, máy vi tính, báo chí, sách vở và băng video, và nếu các em dùng, thì các em dùng khi nào và ra sao. Tôi hy vọng dùng những tài liệu này giúp đỡ các em trong lớp đọc và viết tốt hơn. Chắc chắn sẽ không có gì thay đổi về việc học và hoạt động của các em ở lớp học. Tôi sẽ ghi lại những chú thích trong khi các em ở trung tâm học viết, 3 hoặc 4 lần trong một tuần. Tôi cũng có thể thu hình và thu âm (sự ghi lại là tài liệu mà tôi có thể xem lại sau này và tìm những gì tôi thiếu sót lần đầu). Không có hình ảnh hoặc sự thu âm, hoặc bất cứ tài liệu nào về các em được đưa cho bất cứ ai ngoại trừ yêu cầu bởi luật pháp. Những cuộn băng chỉ cho cụ chính xác và tài liệu và không có ai được xem lại ngoài tôi. Ở cuối cuộc nghiên cứu, tôi sẽ cho quý vị biết về những gì mà sự quan sát của tôi được thể hiện và tôi cũng sẽ thảo luận những tiến triển của con em quý vị với quý vị ở bất cứ thời gian hợp lý nào mà quý vị yêu cầu.

Tôi thật sự muốn con của quý vị là một thành phần trong dự án của tôi, dự án này có thể kéo dài đến sáu tuần. Quý vị có muốn con quý vị tham gia hay không là quyền của quý vị, và quý vị có thể thay đổi ý kiến bất cứ lúc nào. Quý vị sẽ nhận bản sao của tờ đơn này. Nếu quý vị có bất cứ tin tức và vấn đề gì, xin vui lòng cho tôi biết!

Cảm ơn,  
Janet Moody Melton  
817-801-2900

Hoặc liên lạc người bảo trợ  
Dr Arminta Jacobson at 940-565-2432

Đề án này đã được xem qua và đã được phê chuẩn qua  
University of North Texas IRB (940-565-3940)

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Con tôi \_\_\_\_\_, được sự chấp thuận của tôi về thu hình, thu âm và tham gia chương trình nghiên cứu của Janet M. Melton nói trên. Tôi hiểu rằng tôi có thể thay đổi ý kiến cứ lúc nào.

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Chữ ký và ngày tháng của phụ huynh

APPENDIX E  
PARENT QUESTIONNAIRE  
(ENGLISH VERSION)

## PARENT QUESTIONNAIRE - (ENGLISH VERSION)

Dear Parent,

Thank you for helping me with my research project. This parent survey will help me understand what kinds of things your child does at home and how it effects her or his writing. Your child's name and your name will NOT be used in any information I give my teachers.

Thank you ahead of time for your answers!

Janet Moody Melton

1. How old was your child when he/ she learned to say a few words?

\_\_\_\_\_ 6 -8 months

\_\_\_\_\_ 9 -12 months

\_\_\_\_\_ 13 -17 months

\_\_\_\_\_ 18 - 24 months

2. What language did he/she speak when he / she learned to talk?

[If English only, skip to number 5.] \_\_\_\_\_ English

\_\_\_\_\_ Spanish

\_\_\_\_\_ Other \_\_\_\_\_

(name of language)

3. Who do you think helped your child learn to speak in English?

\_\_\_\_\_ mother & father

\_\_\_\_\_ brother and / or sister

\_\_\_\_\_ mother only

\_\_\_\_\_ grandparents

\_\_\_\_\_ father only

\_\_\_\_\_ babysitter

\_\_\_\_\_ teacher

\_\_\_\_\_ Other : \_\_\_\_\_

4. How much did TV and movies help your child to learn English?

1) \_\_\_\_\_ not at all    2) \_\_\_\_\_ some    3) \_\_\_\_\_ a lot

5. What is your child's favorite story? \_\_\_\_\_

\_\_\_\_\_

Where do they hear it? \_\_\_\_\_

6. Circle the ones you have in your home:

TV

VCR

Video game player

Computer

7. About how many hours does your child watch TV in a week? (circle one)

\_\_\_\_\_ None \_\_\_\_\_ 1-3 \_\_\_\_\_ 4-6 \_\_\_\_\_ 7-9 \_\_\_\_\_ 10-12

\_\_\_\_\_ 13 or more

8. What are some of her/his favorite programs? \_\_\_\_\_

\_\_\_\_\_

9. If your child has a video game player, how many hours a weeks does your child use it?

\_\_\_\_\_ None \_\_\_\_\_ 1-3 \_\_\_\_\_ 4-6 \_\_\_\_\_ 7-9 \_\_\_\_\_ 10-12

\_\_\_\_\_ 13 or more

10. If your child goes to the movie theater, how many times does he or she go in a month? (check one)

\_\_\_\_\_ None \_\_\_\_\_ 1 \_\_\_\_\_ 2 \_\_\_\_\_ 3 \_\_\_\_\_ 4 or more

11. If you rent videos, how many videos do you rent in a month that your child watches?

(check one)

\_\_\_\_\_ None \_\_\_\_\_ 1-3 \_\_\_\_\_ 4-6 \_\_\_\_\_ 7-9 \_\_\_\_\_ 10-12

\_\_\_\_\_ 13 or more

12. If you read to your child, how many times in a week would you say you read your child a story?

\_\_\_\_\_ None \_\_\_\_\_ 1-2 \_\_\_\_\_ 3-4 \_\_\_\_\_ 5-6 \_\_\_\_\_ 7 or more

13. Does your child have things to write with at home? No \_\_\_\_\_ Yes \_\_\_\_\_

If yes, which kinds? (Please check all that apply)

\_\_\_\_\_ pencils \_\_\_\_\_ crayons \_\_\_\_\_ markers \_\_\_\_\_ computer

14. How many times would you guess that your child uses these in an average week to write?

\_\_\_\_\_ None \_\_\_\_\_ 1-2 \_\_\_\_\_ 3-4 \_\_\_\_\_ 5-6 \_\_\_\_\_ 7 or more

15. About how old was your child when he/she showed an interest in writing?

\_\_\_\_\_ 6 -8 months \_\_\_\_\_ 9 -12 months \_\_\_\_\_ 13 -17 months

\_\_\_\_\_ 18 - 24 months \_\_\_\_\_ older than 25 months

Is there anything else you would like to tell me about your child's learning to speak, read, and write?

You may contact the University of North Texas IRB at 940-565-3940.

APPENDIX F  
PARENT QUESTIONNAIRE  
(SPANISH VERSION)



CUESTIONARIO PARA LOS PADRES - (VERSIÓN EN ESPAÑOL)

Estimados Padres,

Gracias por ayudarme con mi estudio. Este cuestionario me ayudará a entender qué actividades hace su estudiante en casa y como estas influyen en su escritura. El nombre de su hijo o hija NO aparecerá en ninguna información que presente yo a mis profesores.

¡Gracias de antemano por sus respuestas a este cuestionario!

Janet Moody Melton

1. ¿Cuántos años tenía su estudiante cuando aprendió a decir unas cuantas palabras?

\_\_\_\_\_ menos de 1 año      \_\_\_\_\_ 1-2 años      \_\_\_\_\_ 2-3 años  
\_\_\_\_\_ 3-4 años      \_\_\_\_\_ 4-5 años      \_\_\_\_\_ No me acuerdo

2. ¿Qué idioma habló cuando aprendió a hablar?

[Si solamente Inglés, siga con el número 5.] \_\_\_\_\_ Inglés  
\_\_\_\_\_ Español  
\_\_\_\_\_ Otro idioma \_\_\_\_\_  
(cuál idioma)

3. ¿Quién piensa usted que le enseñó a su estudiante a hablar Inglés?

\_\_\_\_\_ madre y padre      \_\_\_\_\_ hermano y/o hermana  
\_\_\_\_\_ madre solamente      \_\_\_\_\_ abuelos  
\_\_\_\_\_ padre solamente      \_\_\_\_\_ la persona que lo cuidaba  
\_\_\_\_\_ maestra      \_\_\_\_\_ Otro: \_\_\_\_\_

4. ¿Cuánto le ayudó la televisión o las películas a su estudiante en su aprendizaje del Inglés?

1) \_\_\_\_\_ nada    2) \_\_\_\_\_ un poco    3) \_\_\_\_\_ mucho

5. ¿Cuál es el cuento favorito de su estudiante? \_\_\_\_\_

(b) Este es un cuento favorito de

1) \_\_\_\_\_ un libro    2) \_\_\_\_\_ la televisión    3) \_\_\_\_\_ una película    4) \_\_\_\_\_ otra fuente

6. Circule los equipos que tiene en su casa:

Televisión    VCR    Equipo de Juegos de Video    Computadora

7. ¿Aproximadamente cuántas horas de televisión ve su estudiante en una semana? (escoja uno)

\_\_\_\_\_ No ve television    \_\_\_\_\_ 1-3    \_\_\_\_\_ 4-6    \_\_\_\_\_ 7-9  
\_\_\_\_\_ 10-12    \_\_\_\_\_ más de 13

8. ¿Cuáles son algunos de sus programas de televisión favoritos? \_\_\_\_\_

9. ¿Si su estudiante tiene un equipo de juegos de video, cuántas horas a la semana lo usa?

\_\_\_\_\_ No lo usa    \_\_\_\_\_ 1-3    \_\_\_\_\_ 4-6    \_\_\_\_\_ 7-9  
\_\_\_\_\_ 10-12    \_\_\_\_\_ más de 13

10. ¿Si su estudiante va al teatro de cine, cuántas veces va al mes? (escoja uno)

\_\_\_\_\_ Nunca va    \_\_\_\_\_ 1    \_\_\_\_\_ 2    \_\_\_\_\_ 3    \_\_\_\_\_ 4 o más

11. ¿Si usted alquila videos, cuántos videos alquila al mes que ve su estudiante? (escoja uno)

\_\_\_\_\_ No ve videos    \_\_\_\_\_ 1-3    \_\_\_\_\_ 4-6    \_\_\_\_\_ 7-9  
\_\_\_\_\_ 10-12    \_\_\_\_\_ más de 13

12. ¿Si usted le lee a su estudiante, cuántas veces a la semana diría usted que le lee cuentos a su estudiante?

\_\_\_\_\_ Nunca \_\_\_\_\_ 1-2 \_\_\_\_\_ 3-4 \_\_\_\_\_ 5-6 \_\_\_\_\_ 7 o más

13. ¿Su estudiante tiene materiales para escribir en casa? No \_\_\_\_\_ Si \_\_\_\_\_

(b) Si contesto sí, ¿cuáles? (Por favor marque todos los que tiene)

\_\_\_\_\_ lapices \_\_\_\_\_ crayones \_\_\_\_\_ marcadores \_\_\_\_\_ computadora

(c) ¿Como cuántas veces diría usted que su estudiante usa estos materiales durante una semana normal?

\_\_\_\_\_ Nunca los usa \_\_\_\_\_ 1-2 \_\_\_\_\_ 3-4 \_\_\_\_\_ 5-6 \_\_\_\_\_ 7 o más

14. ¿Como que edad tenía su estudiante cuando mostró interés en escribir?

\_\_\_\_\_ menos de 1 año \_\_\_\_\_ 1-2 años \_\_\_\_\_ 2-3 años  
\_\_\_\_\_ 3-4 años \_\_\_\_\_ 4-5 años \_\_\_\_\_ No me acuerdo

15. ¿Su estudiante le muestra a Ud. los cuentos que él o ella escribe?

\_\_\_\_\_ Si \_\_\_\_\_ No

¿Hay algo mas que quisiera usted compartir conmigo sobre su estudiante al aprender a hablar, a leer, o a escribir?

Usted se puede comunicar conmigo en la Universidad de North Texas IRB al 940-565-3940.

APPENDIX G  
PARENT QUESTIONNAIRE  
(VIETNAMESE VERSION)

## PHẦN CÂU HỎI CHO PHỤ HUYNH

Kính gửi các bậc phụ huynh:

Cảm ơn cho sự giúp đỡ của quý vị về dự án nghiên cứu của tôi. Bảng khảo sát này sẽ giúp cho tôi hiểu thêm những điều gì mà con của quý vị hoạt động ở nhà và nó tác dụng như thế nào về khả năng viết của con quý vị.

Tên của con và tên của quý vị chắc chắn không dùng trong bất cứ tin tức gì.

Xin cảm ơn quý vị rất nhiều về những câu hỏi dưới đây!

Janet Moody Melton

1. Vào khoảng bao nhiêu tuổi con của quý vị học nói những tiếng đầu tiên?

\_\_\_ Dưới 1 tuổi

\_\_\_ 1 đến 2 tuổi

\_\_\_ 2 đến 3 tuổi

\_\_\_ 3 đến 4 tuổi

\_\_\_ 4 đến 5 tuổi

\_\_\_ Tôi không nhớ

2. Ngôn ngữ gì khi con quý vị tập nói?

(Nếu chỉ dùng tiếng Anh, bỏ để phần số 5)

\_\_\_ Tiếng Anh

\_\_\_ Tiếng Tây Ban Nha

\_\_\_ Những tiếng khác \_\_\_\_\_

(Tên của thứ tiếng đó)

3. Ai là người quý vị nghĩ rằng đã giúp con quý vị học tiếng Anh?

\_\_\_ Mẹ & Cha

\_\_\_ Anh / hoặc chị

\_\_\_ Mẹ

\_\_\_ Ông Bà

\_\_\_ Cha

\_\_\_ Người giữ trẻ

\_\_\_ Thầy cô giáo

\_\_\_ Người khác : \_\_\_\_\_

4. Tivi và phim ảnh đã giúp cho con của quý vị học tiếng Anh được bao nhiêu?

\_\_\_ Không giúp

\_\_\_ Một ít

\_\_\_ Rất nhiều

5. Câu chuyện gì mà con quý vị thích nhất? \_\_\_\_\_

(b) Những câu chuyện thích nhất là từ đâu:

\_\_\_ Sách

\_\_\_ TV

\_\_\_ Phim Ảnh

\_\_\_ Những thứ khác

6. Khoanh tròn những thứ mà quý vị có ở nhà.  
 TV                      VCR                      Video game player                      Computer
7. Khoảng bao nhiêu giờ con của quý vị xem TV trong một tuần (Khoanh tròn một mục).  
 \_\_\_\_ Zero                      \_\_\_\_ 1 đến 3                      \_\_\_\_ 4 đến 6  
 \_\_\_\_ 7 đến 9                      \_\_\_\_ 10 đến 12                      \_\_\_\_ 13 hoặc hơn
8. Những chương trình gì mà con quý vị thích nhất? \_\_\_\_\_  
 \_\_\_\_\_
9. Khoảng bao nhiêu giờ trong một tuần con của quý vị dùng máy video game nếu có?  
 \_\_\_\_ Zero                      \_\_\_\_ 1 đến 3                      \_\_\_\_ 4 đến 6  
 \_\_\_\_ 7 đến 9                      \_\_\_\_ 10 đến 12                      \_\_\_\_ 13 hoặc hơn
10. Khoảng bao nhiêu lần con của quý vị đi xem xine trong một tháng? (Chọn một)  
 \_\_\_\_ Zero                      \_\_\_\_ 1                      \_\_\_\_ 2  
 \_\_\_\_ 3                      \_\_\_\_ 4 hoặc hơn
11. Khoảng bao nhiêu phim quý vị thuê trong một tháng cho con quý vị xem?  
 \_\_\_\_ Zero                      \_\_\_\_ 1 đến 3                      \_\_\_\_ 4 đến 6  
 \_\_\_\_ 7 đến 9                      \_\_\_\_ 10 đến 12                      \_\_\_\_ 13 hoặc hơn
12. Khoảng bao nhiêu câu chuyện trong một tuần quý vị nói sẽ đọc cho con quý vị nghe.  
 \_\_\_\_ Zero                      \_\_\_\_ 1 đến 2                      \_\_\_\_ 3 đến 4  
 \_\_\_\_ 5 đến 6                      \_\_\_\_ 7 hoặc hơn
13. Con quý vị có những vật dụng để viết ở nhà.  
 \_\_\_\_ Có                      \_\_\_\_ Không  
 (b) nếu có, loại gì? (xin điền tất cả nếu sử dụng)  
 \_\_\_\_ Viết chì                      \_\_\_\_ Bút sáp màu (Crayons)  
 \_\_\_\_ Bút lông (Marker)                      \_\_\_\_ Máy vi tính  
 (c) Khoảng bao nhiêu lần quý vị nghĩ rằng con của quý vị dùng những thứ kể trên để viết trung bình trong một tuần?  
 \_\_\_\_ Zero                      \_\_\_\_ 1 đến 2                      \_\_\_\_ 3 đến 4  
 \_\_\_\_ 5 đến 6                      \_\_\_\_ 7 hoặc hơn
14. Vào khoảng bao nhiêu tuổi con của quý vị cho thấy niềm ham muốn viết?  
 \_\_\_\_ Dưới 1 tuổi                      \_\_\_\_ 1 đến 2 tuổi  
 \_\_\_\_ 2 đến 3 tuổi                      \_\_\_\_ 3 đến 4 tuổi

☐ 4 đến 5 tuổi

☐ tôi không nhớ

15. Con quý vị có đưa cho quý vị xem những câu chuyện đã viết.

☐ có

☐ Không

Nếu có những điều khác quý vị muốn nói với tôi về vấn đề học nói, đọc và viết của con của quý vị?

Quý vị có thể liên lạc The University of North Texas IRB, nếu quý vị có những vấn đề gì xin gọi đến 940-565-3940.

APPENDIX H  
FIELD NOTES



## FIELD RECORD

Date \_\_\_\_\_

Page \_\_\_\_ of \_\_\_\_

Data(Observed occurrences)

Comments

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2

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APPENDIX I  
STUDENT INTERVIEW QUESTIONS

## STUDENT INTERVIEW QUESTIONS

1. What is one of your favorite stories?
2. What part of the story did you like best? Why?
3. If you were writing a story, what would you put in it?
4. What is your favorite story you have written? Why is it your favorite?
5. Has someone in your class written a story you like? Why did you like that story?
6. a) What are some of your favorite television shows?  
  
b) What makes these your favorites?

7. a) Have you seen a movie recently?

b) Which one?

c) Did you like it? Why or why not?

8. Do you have a favorite video game? What is it?

9. What do you like to do on the computer?

APPENDIX J  
MEDIA REFERENCES ACROSS  
OBSERVATIONS

### Media References by Observation

|                        | 1  | 2   | 3  | 4  | 5 | 6  | 7  | 8  | 9  | 10 | 11 | 12 | 13     | 14 | 15      | 16     | 17 |
|------------------------|----|-----|----|----|---|----|----|----|----|----|----|----|--------|----|---------|--------|----|
| Airbud                 |    |     |    | Ju |   |    |    |    |    | Ju |    |    |        |    |         |        |    |
| Alpha song             |    | Ca, |    |    |   |    |    |    | Ca |    | Jo |    | Jo, Ca |    | He, Jo, |        | Jo |
| Books                  |    |     | Ju |    |   |    |    |    |    |    |    |    |        |    |         |        |    |
| Cards                  |    |     |    | Ig |   |    |    |    |    |    |    |    |        |    |         |        |    |
| Chuckie (Child's Play) |    |     | Ju |    |   |    |    |    |    | Jo |    |    |        |    |         |        |    |
| Dinosaur               |    |     |    |    |   |    |    | He |    |    | Ig |    |        |    |         |        |    |
| Golden Corral sign     |    |     |    |    |   | Ju | Ju |    |    |    |    |    |        |    |         |        |    |
| Hap bd song            |    | Ca  |    |    |   |    |    |    |    |    |    |    |        |    |         |        |    |
| Little monkey song     |    |     |    | Ig |   |    |    |    |    |    |    |    |        |    |         |        |    |
| Mario                  |    |     |    |    |   |    | Ju |    |    |    |    |    |        |    |         |        |    |
| McD's Gold. arch       |    |     |    |    |   |    |    |    |    |    |    |    |        |    | Ca      |        |    |
| Nintendo               |    |     |    |    |   |    | Ju |    |    |    |    |    |        |    | He      | He     |    |
| Pokemon 2000           |    |     |    |    |   |    |    |    |    |    |    |    |        | Ig |         |        |    |
| Pokemon book           |    | Ig  |    |    |   |    |    |    |    |    |    |    |        |    |         |        |    |
| Pokemon cards          |    | Ig  |    |    |   |    |    |    |    |    |    |    |        |    |         |        |    |
| Power Rangers          |    |     |    |    |   |    |    | He |    |    |    |    |        |    |         |        |    |
| Racing video g.        |    |     |    |    |   |    |    |    |    |    |    | He |        |    |         |        |    |
| Scream movie           |    |     | Ju |    |   |    |    |    |    |    |    |    |        |    |         |        |    |
| Span. tv (Soap Opera)  | Ju |     |    |    |   |    |    | Ju |    |    |    |    |        |    |         |        |    |
| Supermario             |    |     |    |    |   |    | Ju |    |    |    |    |    |        |    |         |        |    |
| Tarzan                 |    | Ig  |    |    |   |    |    |    |    |    |    |    |        |    |         |        |    |
| Thomas engine          |    |     |    |    |   |    |    |    |    |    |    |    | He     |    |         |        |    |
| Thomas tank            |    |     | He |    |   |    |    |    |    |    |    |    |        |    |         |        |    |
| TV show                |    |     |    | Ig |   |    |    |    |    |    |    |    |        |    |         |        |    |
| WWF Smackdown          |    |     |    |    |   |    | Ju |    |    |    |    |    |        |    |         |        |    |
| zaboomafoo             |    |     |    |    |   |    |    |    |    |    |    |    |        |    |         | Ju, Ig |    |

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